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the Cannon

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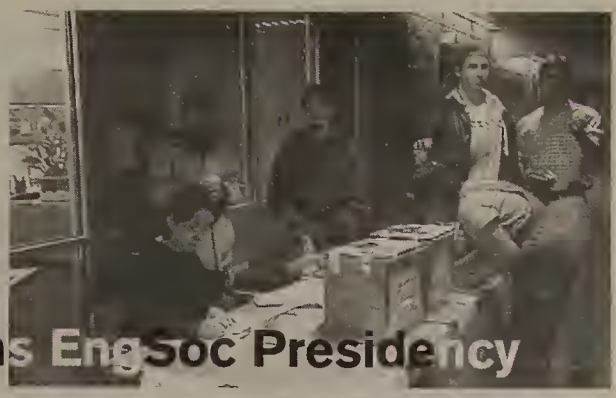
AN OFFICIAL NEWSPAPER OF THE UNIVERSITY OF TORONTO ENGINEERING SOCIETY



Banovic Wins EngSoc Presidency

by Julian Dunn COMP 0T0

After an extremely tight race, Drago Banovic is the new president of the Engineering Society for the school year 1998-99.

Banovic won 38.07% of the vote, with 158 votes in his favour, fifteen more than his closest opponent, Karen Virk, who is EngSoc's current VP External. Virk garnered 34.45% of the vote, and the remaining 107 votes went to current VP Internal, Paul Andersen.

For the other two executive positions being contested, Rono Sinha won a 52.97% to 45.30% victory over his opponent, Mandy Goundry, for the position of VP External. But by far the closest race was for the position of Vice-President: Internal, where victor Heather White squeaked by her opponent Anna Edwards by a mere two votes, in a 191 to 189 victory.

Finally, the Temporary Special Levy Fund passed with 72.04% of 422 voters voting in favour of continuing the levy fund. This means that for the next two years, the Engineering Society will collect $100 from every engineering student, to be used for improvements to undergraduate engineering facilities. The money collected will be administered by the Society, with advice from the Dean of the Faculty.

Of course, despite the engineering society elections being over, elections on a larger scale are still ongoing. Students' Administrative Council and Governing Council elections are being run this week, and you can still vote today until 6 p.m. in the Sandford Fleming cafeteria. See the coverage of both elections in this issue of the *Cannon*.

See GC/SAC Election Coverage on p. 6

Altera Corporation Donates $1M In Equipment to ECE Department

by Julian Dunn COMP 0T0

Altera Corporation of San Jose, CA, a manufacturer of programmable logic devices and associated development tools, has made a $1 million contribution of hardware and software to the Faculty. The gift-in-kind to the Department of Electrical and Computer Engineering includes 450 compact disc student editions of Altera's MaxPlusII+ digital logic development software, and 140 full software licenses, as well as 40 programmable logic prototyping boards.

One of the Altera development boards donated to the ECE department.

Professor Safwat Zaky, chair of the department, said "Altera's gift has revolutionized our capability to teach complex hardware design to our students. They've provided us with state-of-the-art hardware and software currently used by top engineers in the industry, and ... it has given U of T students a real edge and they will be in greater demand than ever before." The department of electrical and computer engineering is consistently ranked as the best in Canada and among the top ten in North America.

The new digital systems laboratories in GB144 and GB150 were built last fall, and Altera's gift-in-kind will allow the department to proceed with plans to double its enrolment in the computer engineering program by attracting more students to U of T's leading-edge facilities. In a news release, Rodney Smith, Altera's president, chairman and CEO, commented that "the software packages and prototype boards will provide ... hands on experience to students planning careers in electrical and computer engineering".

Altera's contribution is part of the university-wide Campaign For The University of Toronto, which, as the largest fundraising effor. in the university's history, has set a five-year goal of $400 million in private support. Within this campaign, the Faculty of Applied Science and Engineering has raised $40 million towards its goal of $65 million.

SAC Elections — A Look At The VP Candidates

Scarborough's Activist

Cultural Commissioner Andrea Moffat

by Liam Mitchell

Andrea Moffat prides her self on her activism and commitment to change. The third year Women's Studies student is active on campus as the Cultural Commissioner on the Scarborough College Student Council (SCSC), Coordinator of the Scarborough Women's Centre and as a Director on the Student Administrative Council. Her activism has brought her a great deal of criticism, but Moffat is undeterred. "When the moment comes when my life flashes before my eyes, I want to know that I did what was right," says Moffat from her office in the SCSC.

Born and raised in Scarborough, Moffat is one of five children. Now residing in Pickering, Andrea attended Mother Theresa Secondary School and later Dunbarton High School prior to coming to the University of Toronto at Scarborough.

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Engineering's Rob German

Bandwagons don't come around often

by Arnold Choi CHEM 9T9

SACSUX! SACSUX!

With SAC elections around the corner, the majority of us probably don't know or even care who is running for what position, and when or where the SAC election will be held (I had to look it up). With our own engineering body and council to govern over us, SAC seems almost irrelevant. This doesn't come as a surprise though, as every year, the nominees are primarily from the Faculty of Arts and Science. What possible representation could they make that may be relevant to engineering students today? This has certainly been the trend for several years now and it doesn't seem like it will change any time soon. Perhaps until now.

This year, one of our very own has accepted the call to represent the University of Toronto's student body by running for Vice-

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Don't forget to vote: SAC / Governing Council Elections and Referenda: Today 'till 6 p.m., SF cafeteria

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the Cannon
THE OFFICIAL NEWSPAPER OF THE UNIVERSITY OF TORONTO ENGINEERING SOCIETY

EDITORS
Julian Dunn and Gina Seto

LAYOUT EDITOR
Benjamin Wong

PHOTOGRAPHY
Ilan Kelman, Matt Lenner, Winston Lo

WEBMASTER
Peter Yeung

LAYOUT AND GRAPHICS
Vera Kan, Ilan Kelman, Terence Lee, Matt Lenner

CONTRIBUTORS
Sally Atalla, Marie Chantal-Ross, Arnold Choi, Adam Devita, Mark Ebden, Ran Gilad, Kevin Harris, Tim Hong, Teresa Huang, Vera Kan, Ilan Kelman, Liam Mitchell, Rono Sinha, Dwayne Shirley, Carole Song, Karen Virk, Aldona Wiacek, Wendyline Wong

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Anna Edwards

AOS MANAGER
George Babu

DARKROOM MANAGER
Nadia Orsini

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PLEASE NOTE
The Cannon is a medium through which undergraduate engineering students can express their opinions. The views expressed herein are those of the author and do not necessarily represent those of the editors or the Engineering Society unless so indicated.

CORRESPONDENCE
The Cannon
Editor-In-Chief
B670-10 King's College Road
Sandford Fleming Building
Toronto, Ontario M5S 3G4
Tel: (416) 946-3585
Fax: (416) 978-1245
e-mail: *cannon@skule.ca*
World Wide Web:
http://www.cannon.skule.ca/

Editorials

Breaking The Goldfish Bowl

by Julian Dunn COMP 0T0

Out of all the issues of *The Cannon* we have produced this year, I hope we have accomplished only one thing: that we have been able to encourage you, our readers, to think about some of the issues in engineering, and how they relate to larger issues in the world around us. Too often, I think, we engineers live in a "goldfish bowl" when it comes to the real world, because for eight months of each year, we essentially live and breathe engineering. I hope that in some small way at least we have been able to change that.

I'm especially pleased to see all the opinions presented on the "stolen Toike", because bubbling underneath it are the various debates about traditions in engineering, and the treatment of women in engineering. I hope that, as engineers, we will be able to show enough professionalism to bring the last two issues to the forefront of discussion, in an open, honest and objective manner from all sides.

As long as debate continues in such a professional manner, I have been happy to print it in *The Cannon*. If there is one thing I have learned from being co-editor of *The Cannon* this year, is that I have been proven wrong about my initial impression of engineers being lackadaisical, unopinionated robots. Certainly, I have seen more than my fair share of those, but I also now see among us, engineers who are intelligent, opinionated, passionate, ethical, professional, moral, and willing to stand up for what they believe in. I hope we have been able to open the eyes of those of the former persuasion, and encourage them to join the ranks of the latter. It is perhaps a very utopian wish on my part, but I am optimistic.

On that note, I would like to thank my co-editor Gina for opening my eyes on a number of occasions. Although we have not always agreed on editorial issues, which have led to lengthy debates in the *Cannon* office, one thing I am proud of Gina for is that she always stands firm for what she believes in. I'd also like to thank all our staff and contributors this year for helping to fill up those twelve pages of newsprint every month.

Thus, I leave you with my thanks to you: I have been very privileged to be an editor of *The Cannon* this year and I thank you, our readers, for the opportunity. Best of luck to next year's staff!

But I'm not done yet!

by Gina Seto ENGSCI COMP 9T9

As I write this editorial, a large group of people are congregating at the Royal Military College in Kingston for a new conference named the Conference of Ontario and Québec Undergraduate Engineering Societies (COQUES). It is essentially a meeting between all the Presidents and VP-X's of engineering societies in Ontario and Québec.

Our very own Ontario governing body, the Engineering Student Societies Council of Ontario (ESSCO), is the major organizer behind this event. I found out about this conference through their mailing list, the 'ESSCO Link', which is essentially an open forum for students to discuss issues concerning Ontario Engineering students.

COQUES. Say it out loud to yourself. Might as well call it the penis conference (PENIS), eh? After all, that's why they chose the name they did way back in October.

I recently expressed my feelings about 'COQUES' and conferences in general to this list, and received responses ranging from very supportive to downright threatening. One response in particular I invite you all to see at *Cannon* webpage: www.cannon.skule.ca. The most disturbing thing about this special response is the silence that followed after its appearance. Engineering attitude #1: tolerate absolutely unacceptable behaviour.

In forming my response to everybody on the list, I realized that it was my experience at UofT that really pushed me to say what I had to say to those people. And it occurred to me that I should really be saying it to UofT engineering, as well. So my letter is the column to the right (you can see the entire thing online at the *Cannon* website).

Time and space have run out: this is my last editorial. I want to thank an incredible co-editor, Julian Dunn, a brilliant advisor, Ilan Kelman, and an awesome staff. Good luck to next year's editor, Arnold Choi — who has a lot to say too. Bye everyone & be nice! ☺

To ESSCO, From Gina:

I completely agree that it would be a waste to spend any more time on a new name. I know that time is short and that a lot of good things will be happening for ESSCO and CoFiq at this conference.

I would like to thank everybody (female and male) who responded to my message with maturity and respect.

Aside from being a childish and silly name, this is what I have against 'COQUES':

Engineering is still very much a male-dominated field. I am not just referring to numbers and percentiles. Look at the expectations placed upon girls in engineering. Why must a woman exhibit traditional male characteristics (emotional detachment, aggressiveness, 'professionalism') in order to gain respect or stay employed? Why must female engineering students (or anybody for that matter) have to accept or tolerate vulgar, traditional songs that glamourize the penis and treat women with so little respect? (the gangbang song). Even worse, why is a girl more acceptable when she sings along in good spirits and develops a 'sense of humour'? By the way, I learned a lot of new songs at the ESSCO AGM 97.

Let me tell you what it's like at UofT.

Last week, the UofT engineering cafeteria had a giant paper mache penis hanging over it. It was taken down quite quickly by the faculty. In response, the BFC (a traditional male secret society) wrote to the pranksters:

"It is most unfortunate that the faculty does not enjoy the humor of the students. This is an uphill battle that is fought day in and out. Do not get frustrated by the premature ejection of that symbol of strength and integrity, but let that be the fuel for many more erections of massive proportions. Good luck in your years to come, and I'll talk to you soon."

What else? In the stolen insert of the last issue of the *Toike Oike*, there was an article with a picture of a young girl with a hand going up the front of her shirt. It was entitled 'Flrisk Her For A Day', a play on our outreach program called 'Flrosh For A Day'.

Not letting something like the name 'COQUES' slide is more than being a little prudish. A lot more. Just what do you think you are promoting?

This is especially relevant when ESSCO gives out a report on women in engineering (by Heba Chehade, 1997) with statistics on rising enrolment somehow being equated to a rosy environment for females in engineering. The presentation given at the ESSCO AGM 97 glossed over, candy coated, and dismissed the situation of females in engineering as a problem of yesterday. Then, everybody went out that night to drink and to sing about a naked lady on a horse, etc.

The name 'COQUES' is very obviously silly and childish and easy to rectify. The underlying mindset supporting it, is not.

With all this in mind, please take a good hard look at what you are doing ALL OF THE TIME because quite often, it is the subtle things that are most damaging.

NOTICE FROM THE FIRST YEAR OFFICE

To All Student Volunteers at March Break Open House

I would like to take this opportunity to thank each and every engineering student who helped with the March Break Open House held on March 16, 1998. Over 800 applicants and parents visited us over the course of the day. I feel this event was a great success, in large part due to your participation and enthusiasm. Many high school applicants and their parents spoke to me during the day and expressed how much they enjoyed interacting with you and, in particular, listening to you speak about your own personal experiences. It is events such as these that really allow us to effectively spread the news about the exciting opportunities and challenges that await applicants at the University of Toronto.

I would also like to take this opportunity to apologize for the confusion that some of you experienced at lunchtime. It was always our intention to provide a free lunch to you as a small token of our appreciation for your help. Unfortunately, this message was not clear in the minds of the caterer and, just prior to lunch, some hasty decisions were made regarding how to deliver the free lunch to our volunteers. If you did pay for your lunch, please see Deirdre Stanton in the Faculty Office for a refund of the money and to pick up a free lunch voucher.

More importantly though, I hope this apology will go at least part way to repairing any bad feelings that may be lingering in some students' minds as a result of this experience. The message I want to leave you with is that we value your support and we hope that you will be inclined to help us again in the future.

Yours sincerely,

Prof. Will Cluett
Chair, First Year

Opinions

Diaries of A Pub Co-Manager

by Aldona Wiacek ENGSCI 9T9

Very long ago (about a year) I agreed to research and write an article on the issue of alcohol in Engineering. Having held the position of Suds Pub Co-Manager for 1997-98, I feel that I have gained some exposure to the issues in question.

Alcohol & Engineering students is a somewhat touchy issue: on one hand, our BEvERages are the Nectar of the Gods, but on the other hand, the majority of Engineering students do not drink. Curious... I am not here to pass judgement on drinking, seeing how I myself enjoy a Rum-and-Coke off duty at the bar (ahem), but I am here to express some opinions on drinking in Engineering as a faculty.

It is my firm opinion that the drinking 'tradition' is applied in disproportion during Orientation, Godiva Week, and various other spirit events. Such events, meant to rouse interest in Skule™ and Skule™ spirit, are advertised in terms of 'Free BEvERages' and 'getting loaded' and end up excluding most of the students that they were meant to attract in the first place. This problem of alienating the non-drinking student body is compounded by the fact that Suds usually loses money in large amounts (a fate we hope to have avoided this year under our management); it is unfair to the non-drinking part of the student body that some of their tuition money is spent on the select group of regulars who mooch from the bar on a weekly basis. This state of affairs further polarizes the Engineering student body into the drinking-types and the non-drinking-types.

As Suds Co-Manager, can I propose a solution so that everyone feels comfortable, accepted and treated fairly in our Engineering community? I think that I can make some suggestions for the coming Executive and Appointees. In the future, Suds should be run with the goal of breaking even being first and foremost, ahead of 'providing a service for the students' (translation: free beer). Furthermore, the importance of alcohol should not be overemphasized during Orientation and other spirit activities. And finally, the Engineering Society (perhaps in conjunction with Suds Management for the new year) should consider creating a task force to examine Skule™ events and the emphasis on alcohol in those events. It has been pointed out before that the Engineering Society needs to undergo major growth and restructuring in order to be able to reflect the needs and wants of its new student body of the 21st century - perhaps a task force of this kind is the first step out of many to be taken in that direction of growth and restructuring.

At the same time, we must not forget the grassroots justification for having our own pub in the first place - good friends, good times, a chance to meet more people from Skule™, to have fun, and to relax.

And you thought it was March. Oh well... blame El Niño

Elizabeth II need not apply

by Arnold Choi CHEM 9T9

It is very possible to create a couple of phrases which will completely eliminate certain thoughts from peoples' minds. Take for example Arts Students. Calling them "Artsies" is clearly a diminutive. In English, "pansies," sounds very similar, and it is a diminutive. There's another word we used to use as kids... something about "stamped it, black ball beats them all, no "tradesies!" That was also a diminutive. We apply that meaningless little suffix, and suddenly an entire humanistic tradition withers.

People today fear the thought of respecting an Art Student because of the word. No sooner do you start to speak gravely about an Arts Students' accomplishments than somebody blurts "Artsie!" and your gravity sinks. This fear is not limited to science and math students. Artsies diminutize their own image, largely because they have no linguistic defence.

Engineering traditions include chants like "that's alright / that's okay / you can work for us some day!" This is a blatantly ignorant promotion of work and money as primary goals of Life. It offers no chance to think about alternative motivations. It is also a powerful linguistic tool to suppress art.

It is very easy to chant that little chant, but very difficult to retort. Why?

Does the Artsie truly have no value with which to counter the engineer's magical employability? Is the engineer's tendency to own a software company truly the only definition of success?

No: there are a lot of successful people out there who do not employ other people, and who do not even make much money. The Queen of England for example, doesn't make any money. She has an inheritance, not a job. The Royal Family is in fact a bunch of social volunteers who survive because of tradition, not because they were educated in the maths and sciences.

Hey Queen Elizabeth the Second! That's alright! That's okay! You can work for me some day!

How about the people who organize the Olympics year after year? Many of their educations, in necessity of dealing with history and people, are in the humanities.

Hey Juan Antonio Samaranch! That's alright! That's okay! You can work for me some day!

Are these bad examples? Is there nobody who began at the same roots as the engineers, also plodding through high school exams trying to get into the best university? How about the hundred of thousands of backpackers out there, who travel the world their whole lives without a job? There are people with varying degrees of education who never settle in any home, work six months until they have money, and then spend that money travelling on some remote backwater adventure the other six.

How are these people not successful, and how have they nothing to counter the engineer's excellent work prospects? For that matter, it is almost laughable how many jobs there are for English students to simply go to another country and speak English to people. For this, they are rewarded with a completely new culture, money to blow drinking every night, and mounds of similar people with whom to wonder at all those who lacked the imagination to try what they do. How is that not successful?

And finally, even if I get a decent job with an engineer who promised he'd hire me once we graduated, what have I got to complain about? It is easy to see that the chant makes no sense. But it works. Because it rhymes.

Hearing it, the Artsie has no choice but to shut up. Little chants are actually more powerful than we give the credit for being. If you keep chanting that at Artsies, eventually all Artsies will have to shut up. And I have met many Artsies who have, simply because they don't have a chant of their own.

This is mental manipulation. It is, in full colour, brainwashing: the very same we've heard about in 50's pulp novels and conspiracy theories. It is very possible to change the way entire populations think because it is easier to use language somebody created for you than to create it yourself. These chants, and these diminutives, restrict our ability to make choices. Students who do well in high school now enter math and science disciplines in University because those are the only areas that have protective linguistic walls. The value of art is ridiculed because it depends on "feelings," "emotions," "the Heart," and other pansy things. Many people end up sacrificing their childhood for a future that drops them in front of a TV, viewing programs which are 90% devoid of artistic involvement, after an "exhausting" day at their 9 to 5 job.

My mother used to tell me "you can't always be doing things you like," to justify my both homework and her management job at the same time. The language in which we are absorbed directs the way we think, and can dangerously obscure our real motivations.

As a final example, look at our attitude towards God. Language associates religion with logic, with phrases like "proof that God exists." Scholars throw themselves into rational debate about God and about miracles and Jesus and sins. God is associated, by the simple word "proof," with a mathematical concept that requires logical structures, rational arguments, and models based on absolute truths. Because our language treats rational proof with so much undying respect, there is no chance to think that perhaps God doesn't need to be proven?

What is it about the word "proof" that makes it so necessarily a part of everything that constructs our lives, including God? Perhaps all we need to know about God is that some people happen to believe in Him. Perhaps even without "proof," God still dishes out a tremendous effect on our world and its history. Yet our language makes this unacceptable, and throws us into agonizing scholastic struggles, resulting only in the cynical view that a concept that has truly affected every one of our civilizations "doesn't exist."

Language is a method of connecting communities; though not, as people such as Carl Jung point out, the only one. At our disposal is our intuition, likely the same for every person: our history, common as long as we have an agreed textbook; and our collective unconscious, which gives pretty much everyone pretty much the same answers. Yet language, so charismatic and direct, rises above the other tools even though it is capable of imprisoning our common sense. And those not aware of it are in danger of ruining entire futures because someone stepped up to them and rhymed a little chant in their face.

Arnold Choi is the Cannon's new editor-in-chief.

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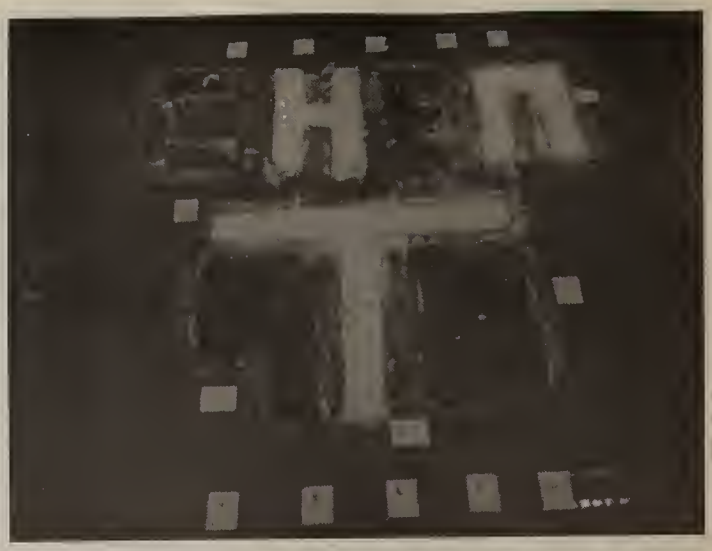
Gina and Julian would like to thank everyone who helped out with the Cannon this year: writers, artists, photographers and darkroom staff, layout lackeys, people who went to Lucky Garden to get food, etc. etc.... you get the idea. Special thanks to: Ilan (who's no longer an undergrad, but helps out anyway), the Skule™book staff (for sharing photos with us, and selling photos to pay for our nifty t-shirts), Nadia (in the rain and in the snow, she's got the funky flow to get photographic paper) and to you, our readers, who read and respond to the *Cannon*. Also thanks to Ernie and Bert for crashing all the time and making Javier's life hell <sarcasm here; don't kill me, Javier>. Best of luck to Arnold, our new editor, and next year's staff!

sincerely, Gina and Julian, Editors Emeritus

Opinions

Yellow Fire Hydrants

by Arnold Choi CHEM 9T9



Wednesday, 14 January 1998 - 23:32
"Model: a small copy or imitation of an existing object." - Webster's New World Dictionary
Engineers suck.
Artsies rule the world.

Or was it the other way around? I can never be sure, but I'm pretty sure this was the way it was meant to be said. Is it so inconceivable to think that this unworn adage could potentially speak accurately, when, at the end of it all, not one person has been able say that their lives were magnificently transformed by method of undetermined coefficients? I myself cannot help but reel with disgust when after all the chanting has stopped and the hype and beer put aside, the only thing left that can be recognized with having some sense of humanity are the people picking up after us. There is a crisis at hand - and we engineers are at the centre of it.

In Dimming Illumination, Martin Jakubik recognizes that one of theawful things happening to people nowadays is the misinterpretation of reason as being the mind's only weapon worth using. In other words, people think that the only thing worth doing with their brains is logic. Choosing to ignore human emotion, human need, human perception, and other human characteristics, they pose an odd explanation that seeks only to define all these characteristics under the umbrella of reason. The University of Toronto's School of Practical Science proudly reveres itself as forger of society's academic "elite", but in its great arrogance, fails to recognize that it is also deconstructing its students' ability to understand and appreciate the very fabric that defines humanity.

There is an undeniable ability that we as humans, can create and imagine new and wondrous things, and this ability comes not solely from reason or logic, but rather that inescapable, inexplicable desire to so. As engineers we have lost the ability to talk normally about intuitive things, like our respect for Leonardo's illuminating painting the Mona Lisa, or the pain of seeing an ex-lover with a new companion. If we go on thinking that everything can be modelled with rationality, we will, in the end lose our taste for different foods, our lust for continuous, never-ending sex, and our sublime moments of solitary spirituality. The ability to produce music, poetry, painting, or even writing a simple letter becomes bland and uncreative. We become robots, limited by the unconditional code of rationality. Artsies say that engineers cannot express themselves, and indeed, we cannot. When it comes to shooting the shit, engineers as human beings, have nothing to show for, except for our modelling abilities, (mathematical modelling that is). Of course modelling doesn't count because it says nothing about our individual creativity, that is, our individual ability to be totally human. A model, is just that: a small copy or imitation of something that already exists. And that is all we're reallygood at. Copying. Imitating. And while our faith in science as the only religion grows stronger, our ability to communicate - our humanity - stagnates and decays. A yellow fire hydrant on the side of the road becomes 'an image triggered by the firings of optic nerves and neurons due to photons of light bouncing off of its surface'. A new born baby's bubbling laughter becomes 'an evolutionary subconscious signal for protection'. What happens to the initial wonder of watching a shooting star streak across the night sky, or the sheer joy of falling into the arms of the one you love?

Must they too, be rationalized? To a true engineering scientist, they would. And therein lies the tragedy. I am a third-year chemical engineering student at the University of Toronto and after six semesters of never ending laboratory experiments and engineering fundamentals, I have caught myself losing my ability to appreciate the things for what they are, and myself for who I am. Luckily, I have friends who are not in engineering who have helped saved me from certain spiritual death, and I envy them for choosing to live life rather than imitating it. That is not to say that there aren't engineers who feel the same way I do, but our ranks number only a few. As for the rest, perhaps we should take a moment to think about what it really means to be human. Remember that old saxophone you used to play in junior high? How about that novel you were meaning to write? You used to be pretty good at drawing in highschool weren't you? With all the spare time you have in engineering, why not explore those avenues of imagination left untouched for so long? That's right, you have no time - not with all the studying and learning that needs to be done. Besides, it would only infringe on precious beer drinking time and night clubbing. Indeed, we all know there is always time to do the things that need to be done and perhaps our priorities need to be reevaluated. It's time to explore the rest of the universe with all six senses.

Economics and Engineering: Canada vs the USA

by Adam Devita ELEC 9T9

"It is rather strange that having one of the best educational systems in the world, Canada has not been prepared to invest in the activities that will create opportunities for ... its engineers." Allan Bromley, Canadian physicist, former American President's science adviser.

This article is motivated by recent media coverage of Canadian Engineering graduates heading south, and the less than intuitive reason a professor offered to the 3rd year ECE class when asked about it. First off, if you believe that the reason American Engineers get paid more than Canadian is because of high Canadian income taxes, you have an interesting approximation of reality. It is true that what you take home is reduced by taxes, but income tax rates have nothing to do with Engineers specifically being an underpaid profession. On average, ordinary Canadians get paid more than an American doing something similar. Suggesting high income taxes is the problem oversimplifies the issue, defies the laws of supply and demand, and isn't an argument worthy of your time or any more of the *Cannon*'s ink.

Here is another look at the problem. It is a short version. Most of the ideas here are from the Vice-President elect of PEO, Peter DeVita, P.Eng. For more depth than this article (which itself is fairly crude) see:

www.devita.com/peo/advtree.htm

To understand why engineers are paid less here than the USA we have to compare the economies, histories, and distance cultures of the two countries. America was born out of revolution. Cut off from England, it was forced to develop itself an economy based on independence. It had to produce its own products. Canada was a colony to France, then England, and now we act like a colony for the USA. The colony produces natural resources for the mother country to make into products. Canada has been called the richest "banana republic" in the world. Traditionally, Canada chops down trees, catches fish, and trades fur. We trade with other countries and gain wealth. Our financial system is built on trade and low risk projects. Developing new products is risky. Most new products are not extremely profitable. The colonial nature of our banking system makes Engineering seem too risky. Engineers are neglected even today due to history. I'll skip the inductive proof. Canadians still focus attention on the resource based economy that sustains them. Creating industrial jobs is done in a large part by attracting international investment that is willing to take the risk of investing in Canada. Today, much of industry is owned by citizens of other countries (eg. GM, Ford, Honda, Esso, Procter & Gamble etc.). Branch plants don't tend to do R&D. R&D is done in a "Mother Country". In the 1990's that's the USA. The country that owns the business does the R&D for it. The background leading to today shows Canada doesn't demand a lot of engineers, while the USA does. The entrepreneurial and competitive nature of the USA demands creation of new products. Engineers get paid more because they are needed in the USA. From the point of view of ECE, Silicon Valley needs Engineers to produce new products, and companies will pay the needed cash to make sure they keep employing the people who create new products needed for them to compete. America has the head offices of many international companies, therefore America has the R&D, therefore they need Engineers. The laws of supply and demand dictate that Engineers' Salaries will increase where Engineers are demanded (USA), and not increase where they are not demanded as much.

Closer to home, not only do Canadian Engineers get paid less than our foreign counterparts, we are also paid less than other professions here. Why is it that we get paid (on average) less than Doctors, and Lawyers? I'm not going into the usefulness of Lawyers verses Engineers. The Canadian Economy historically under-appreciates Engineering. Many Canadian laws, including part of the tax act specifically states that Engineering is NOT R&D. What is the D part of R&D mean if it isn't to apply the research to make something? It is interesting to know that in 1961 Engineers averaged more pay than Doctors. Today, Doctors get way more money. One theory for this is that the Doctors are better organized than Engineers to gain reputation and respect. Doctors have self interest groups. Engineers don't have such powerful organizations. PEO is a government creation to regulate the profession. They set standards and enforce discipline to ensure that the public interest is served. This isn't a group that tells Canada how to better use Engineers. Since we don't yet (PEO is probably going to be doing some interesting things soon) have a voice, we can't teach Canada that investing in Engineering creates jobs, or that we deserve to be paid more for doing it.

A last word about culture. The culture of Canada does research for the purpose of winning Nobel prizes, and develops iron ore into steel. Our institutions have come to like ventures with no risk, which are inherently not Engineering centered. Our non-confidence in Canadian Entrepreneurs dooms us to attracting foreign branch plants, to build mostly things that weren't designed in Canada. Engineering is under-appreciated, hence it is not encouraged, therefore not demanded. The result is a lower pay scale. The USA is driven by making new products. Of course they want Engineers. Supply and Demand, that's why they get paid more. It sucks, but at least understanding it is the first step to changing it.

It's tempting to be a snowbird. Still, Canada is the best country in the world to LIVE in.

Skule™ News

ECF Computer Lab Vandalized

by Julian Dunn COMP 0T0

In the second incident of vandalism so far this term, the keyboard cables on ECF's terminals in room EA109 have once again been cut.

ECF administrators are uncertain as to when this recent attack took place, but it likely occurred near the end of February or the beginning of March. In the first attack this term, which occurred during reading week, keyboards from the terminals were cut and removed. The keyboards were in the process of being replaced when vandals struck again, this time leaving the severed keyboards beside the terminals.

According to ECF Unix Manager Phil Poulos, the administration has no leads on who might be responsible. He admits that the room is a security risk, because it is open 24 hours per day, and indicates that a possible solution would be to lock the room in the evenings and on weekends. This would put an end to round-the-clock ECF access, something that has been available to students since the lab in the Engineering Annex was established.

The vandalism is but one in a long line of attacks on equipment in problem-plagued EA109 lab. In September 1995, all the mice attached to the terminals had their balls removed by pranksters. ECF staff responded by replacing the mice and gluing the covers shut, but vandals then unscrewed the mice to remove the balls. Staff then filled the screwholes with epoxy, only to have the vandals retaliate by removing ethernet cables and terminators from the terminals.

Due to the continuing problems with EA109, there is speculation that the lab may be moved inside the Sandford Fleming/Galbraith buildings when new equipment is purchased; Poulos comments that he sees no point in putting new terminals in EA109 if they are simply going to be vandalized. If you have leads on who might be responsible for the recent vandalism, please e-mail Phil Poulos at *phil@ecf*

NEWSBRIEFS

Winner of 3T5 Second Mile Award Announced

The winner of the annual 3T5 Second Mile Engineer Awards has been announced. Binh Ha, a fourth year electrical engineering student, was presented with the award at a special luncheon on March 11.

The award, with a value of $1600, is given annually to a fourth-year engineering student whose extracurricular contributions and accomplishments during their tenure at the university are judged to be outstanding. The "second mile" represents "service without reward or profit, self imposed standards of excellence to give pride to self and others, [and] the sharing of knowledge and the guarding of professional ideals and standards." The award was established by the class of 3T5.

Computer Science Department Machine Attacked Via Internet

Noticed some slowness with access to the Internet at the beginning of March? A server in the department of computer science was subjected to a massive "Ping-of-Death/Smurf" attack via the Internet on March 4. A "ping of death" attack is executed by exploiting a security flaw in some computer systems, which allows oversized "ping" packets to crash the system, or at least hog up network resources significantly. ("ping" is a program that allows a user to test, over a network, whether or not a machine is working.) In response to this attack, the university's Internet backbone provider, CA*Net, put an incoming packet filter on the router connecting the university to the Internet, which slowed down incoming data transmissions significantly.

Congratulations, Dean McGrath

Assistant Dean – Alumni Liaison Mr. Malcolm McGrath has been awarded one of two 1998 Joan E. Foley Quality of Student Experience Awards. The award was presented in recognition for his outstanding achievements and his generous contributions to the University, particularly in mentoring and his work with undergraduate students. The Award brings with it a $1,000 prize and the honour of joining the ranks of many distinguished past recipients.

The complete list of winners is:

John H. Moss Scholar - Manav Ratti, Victoria College

Faculty Award - Professor Alexander Leggatt, Department of English, Faculty of Arts and Science, University College

Chancellor's Award - Rose Marie Harrop - Counselling and Learning Skills Service

Joan E. Foley Quality of Student Experience Award (two recipients) - Malcolm McGrath - Faculty of Applied Science and Engineering; Professor Martin Wall - Department of Psychology, Faculty of Arts and Science

Ludwik and Estelle Jus Memorial Human Rights Prize - Professor Rebecca Cook - Faculty of Law, Faculty of Medicine, School of Graduate Studies, Joint Centre for Bioethics

All recipients will be honoured at a ceremony on April 28th at 5:30 p.m. in the Great Hall of Hart House.

with files from the faculty office

Dean McGrath jumps for joy upon learning he is the winner of an award. *(Cannon file photo)*

The Year In Review

High School Liaison

by Carole Song ENG SCI 9T9
High School Liaison Chair

This being the final *Cannon* of the year, I thought it would be fitting for me to write my last article of the year (*sniff*)

This academic year has been a good one for the High School Liaison Committee. There was a record breaking attendance during Frosh for a Day, and March Break Tours (900+ today, March 16th when only 500 were expected to register!!). We also had an excellent U of T Day and High School Visits, so I'm quite happy with how things turned out ☺

Skule Daze is also coming along quite nicely and I look forward to seeing it in May. Hopefully it will continue this year's tradition and also have an overwhelming attendance!

I hope everyone who helped out had as much fun as I did, maybe even more and I'd also like to thank each and every one of you for the time you put in to each event to make them happen. Thanks guys ☺

Class of 9T8 breaks GRADitude Campaign

by Malcolm McGrath, Assistant Dean Alumni Liaison

The Engineering Class of 9T8 is to be congratulated for their splendid effort in our recent GRADitude campaign. You will recall that the Class of 9T7 was able to take advantage of a three for one match with their pledges, thereby creating a 9T7 Scholarship. This year, however, we are once again tackling the perpetual problem of ensuring that our teaching laboratories are well equipped. The Class of 9T8 responded to this challenge as follows in the chart below.

These remarkable results were rewarded by the Engineering Alumni Council. Two cases of champagne were awarded to Geological and Mineral Engineering for Gradball for achieving 100% participation and highest average pledge per student. The Industrial Engineering Club and Metallurgy and Materials Science were also awarded a case of champagne each for 100% participation.

The hard work of the GRADitude Chairs, Binh Ha and Lucy Pegoraro, as well as the club chairs, attributed to this year's success. The students who are in lower years should make a special point of thanking the fourth year. The money pledged is all for their benefit.

9T8 Class Pledge Summary

Club	# of Students	# of Pledges	Rate of Participation	Total Pledged	Average Pledge/Student
Civil	65	54	83.08%	$1,945.00	$36.02
Geological	7	7	100%	$2,800.00	$400.00
Mechanical	98	88	89.80%	$8,942.00	$101.61
Industrial	38	38	100%	$3,723.00	$97.97
EngSci	66	48	72.73%	$3,725.00	$77.60
Chemical	67	59	88.06%	$4,583.00	$77.68
Electrical	82	69	84.15%	$6,387.00	$92.57
MMS	22	22	100%	$1,910.00	$86.81
Computer	81	48	59.23%	$13,625.00	$283.85
TOTAL	526	433	82.32%	$47,640.00	$110.28

EngSoc Joint Council Meeting
Today, 6 p.m., GB221
Swearing In of New Council * Outgoing Exec Reports

Campus Elections

Governing Council Elections This Week

Be aware. This is *not* SAC. Governing Council is a group of 50 people (including the Presidents of U of T and the Bank of Montreal) who make the big decisions for U of T, and only eight seats are saved for students.

Two of those eight must be filled by undergraduate professional faculty students, and this year seven people are running for those two seats. You can vote for two of them this week.

This year's election is an especially important one, since the tuition for professional faculties was deregulated on December 15 by the provincial government. The next few years require mature, articulate governors on Governing Council to make sound judgments. This year your vote is too important to waste.

Although the election runs from Monday to Thursday across campus, voting occurs in the Atrium from 10-6 on Tuesday March 24 and Wednesday March 25 only.

Rob German

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President of the Student's Administrative Council. His name is Rob German.

This is by no means some roundabout, joe-blow, something-I-can-do-in-my-spare-time job here. In fact, if you have been a student here for a couple years, you'd know how inefficient and how poorly organized the SAC has become. You probably don't care. I didn't. It wasn't until Rob explained to me exactly what being on the executive entailed. You'd be surprised how much responsibility and power they have to make a difference for not only students at the St. George Campus, but Scarborough and Erindale's Campus. That's a lot of people to please, and that's probably why managing such a large body of students requires a full-time effort. In fact that's why Rob is required to take a year off so that he can dedicate his efforts to making SAC work. And I believe he can do the job.

Why is this at all relevant to you? Let me tell you why. He is the first student from the Faculty of Applied Science and Engineering to be part of the Presidential Ticket for SAC. This means that if he wins, there will be, for the first time in U of T's history an engineer at the top of student body executive. This also means that as Vice-President, he will have the mandate and authority to make recommendations directly to the executive that are relevant to engineering students. That's us. For the first time, engineering students will be able to directly participate in the affairs of the entire university. Are you tired of rising tuition fees? Do you need money to help you through school? Now, you can really do something about it. Really - you really can!

Still not convoked? Still don't care? Still reading this article? Good. There's more.

What does SAC do?

SAC was organized to service the needs and demands for all students of the University community. SAC amalgamates the interests of the student body and organizes programs throughout all three campuses to provide a sense of community. Due to U of T's large student body, many students don't feel a sense of community, and therein lies the challenge for the SAC executive — a challenge that has yet to be overcome.

SAC today has become bloated, inefficient and has lost touch with its many constituencies. They have the resources yet they do not properly allocate them to reflect the demands of the entire student body. For example, the Fort York Barracks Bash Concert this year in January was flop. They lost almost $23,000 because no one showed up. Does that reflect our interests? Did you know that $440,000 of our tuition dollars were spent on salaries, benefits and administrative expenditures (such as telephone, bank charges & interests, pop purchases) How about those numerous BBQs outside Gerstein Library? What services and needs did these deliciously flaccid get-togethers address?

Students have been shafted while SAC has catered to their own interests. This was not what SAC was intended to do. Part of SAC's duty is to report to student governments and get feedback, yet SAC has lost touch of the very people they are supposed to represent. Directors don't know their student society's head and student's don't know their Directors. Links between SAC and student body has become stagnant.

It is for this reason that more needs to be done to make U of T less of a hodge-podge of obscurity and more of a student administrative council, and why, this year especially, *we* as an engineering student body can make a difference. If you care at all about your University, then you'd do your bit to participate in the affairs of not only the Engineering Society, but SAC as well. Believe it or not, you can make the difference. Remember, this is the first year that has seen an engineer running for the executive. In the past, there has been little to no participation in SAC elections.

Governing Council
Poll Hours and Locations

March 23 and 26
Sidney Smith Building, Robarts, Sig. Sam, Chemistry, Physics, UC, Woodsworth
March 24 and 25
Engineering Cafeteria
(and other SAC election locations)

Is it voting time again? Indeed it is...

Andrea Moffat

continued from page 1

Moffat recalls her high school experience as a negative one and despite some involvement in athletics and committees, she focused mainly on her studies. UofT at Scarborough presented Moffat with a new opportunity to become involved in student life and credits her high school experience with her drive to bring change. Since then, she spends the vast majority of her time on campus running between the groups she works with.

Andrea had originally planned to study Political Science at UofT, but stumbled across Women's Studies quite by accident. She describes the experience as a light going off in her head. "It gave me a whole new perception of history . . . it is also (gave me) a broader spectrum of issues." says Moffat who feels that the lessons she learns in the classroom apply to her roles within the college and throughout her life.

Elected as Cultural Commissioner in 1997, Andrea has worked over her term to foster a new understanding of the diversity that exists on campus. Moffat stated that she tries to be a link between the SCSC and student groups. "Historically student council has been seen as unavailable . . . " explains Moffat who adds "Hopefully I've made that distance a little closer." Moffat takes aim at the SCSC though for still not doing enough as a group to combat such allegations. "On the council we have problems with structure. Right now everyone is working pretty individually which is problematic in getting students to reach us." says Moffat. She noted that council members currently only get involved in areas that they may be interested in. "We do pub night . . . so people who want to go to the pub (work) on that."

Moffat is also an out spoken critic of the administration at the UofT at Scarborough. "I'm not afraid to call Paul Thompson (Principal and Dean) an ass hole." says Andrea who feels that he doesn't respect student issues. She is also involved with a formal complaint against UofT Police in which she claims a party was shut down on residency because of systemic racism. Andrea is optimistic about the arrival of the new Vice-Principal: Students, Tom Nowers. Andrea believes that he has the potential to make a real impact on student life.

Such criticism has drawn fire from some members of the SCSC and the college community at large. Recently someone had written a profane comment about Andrea on one of the elevators in the college. Moffat doesn't let such actions slow down her action however. In addition to her work at the UofT, Andrea is also involved with the Canadian Federation of Labour and the New Democratic Party. As for the future, Andrea hopes to find a job which will allow her to do much the same thing as what she is doing now. "This is a small realm of the real world, so I hope that I can take my experience and education and go and apply to the bigger spectrum and make the same kind of changes."

SAC Reps

The following people are the candidates for engineering SAC rep (four to be elected)

David Traub-Werner CIV 3
Anjan Nayani MECH 3
Diana Bernales CHEM 1
Barry Bisoondott
Jason Chang COMP 3
Katie Kuber MECH 1
Matt Lenner COMP 2
Enrico Scirocco CIV 2
Alexander S. Ross INDY 3

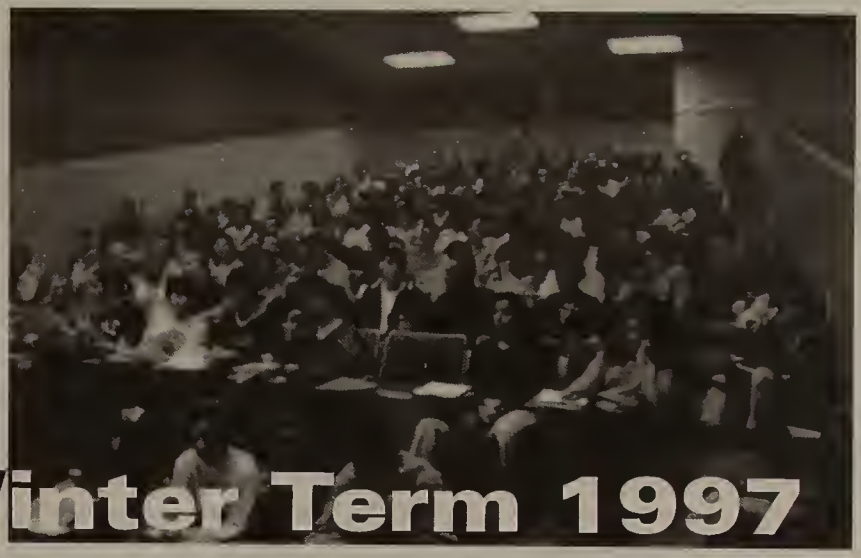
GC Candidates

Arts and Science
(2 to be elected, not from same College)
Peng Fu (Victoria College)
Michelle Pensa (Trinity College)
Sally Safa (New College)
Priya Suagh (University College)

Part-Time Undergraduates
David Blair
Eugenio (Gene) DiMira
Nancy Watson

Professional Faculties
(2 to be elected, not from same College)
Raymond Au (Engineering)
Christopher Brown (Architecture/ Landscape Architecture)
Mark Ebden (Engineering)
Harvey Garman (Law)
Sanna Laitinen (Nursing)
Raffy Morales Turla (Engineering)
Vilko Zbogar (Law)

special report professor evaluations



Winter Term 1997

Prepared by the Academic Affairs Committee/EFCR under the direction of Dwayne R. Shirley, Chair

by Julian Dunn COMP 0T0

Once again, *The Cannon* is proud to present professor evaluations, this time from the winter term in the 1997-98 academic year. This is the second consecutive year that numerical data from consenting professors, as well as student comments, have been collected by the EFCR (Engineering Faculty Council Representatives) committee and published in a special section in *The Cannon*. Throughout the production, distribution and processing of this data, it has been the sincere hope of all who worked on this supplement that this will serve as a stepping stone in not only facilitating discussion between faculty and students, but in improving the academic environment overall.

Each term, course/instructor evaluation forms are handed out in one of the last few lectures of each class. Due to space constraints, responses to four questions were selected for publication. The Course/Instructor Evaluation is carried out by the Faculty and is subject to the Memorandum of Agreement between the University and the Faculty Association, which prohibits release of documentation regarding professor performance, unless the professor consents to such a release. Results which do not appear are because of either or both of the following reasons:

1. The professor received the consent form too late and was unable to return it to the Engineering Society by the deadline.
2. The professor returned the consent form and did not give permission to release the results of the evaluation.

The survey results have been reviewed by the president of the Engineering Society to ensure that all critiques are constructive and ethical. Students themselves may judge these results themselves as they see fit.

Methodology

The professor evaluation report of the Engineering Society presents critiques of teaching methods used in each 1997 fall term engineering course. This initiative is intended to promote a consistent and high level of teaching within the Faculty of Applied Science and Engineering.

Course instructors were mailed an information package on 29 December 1997 that described this initiative and asked for consent to publish a few statistical results from the Faculty's evaluation process. The Memorandum of Agreement between the University and the Faculty Association requires us to get consent to publish these data. In addition to the data, we have decided to add evaluation comments that are obtained by student Faculty Council representatives to give a more qualitative perspective on the courses.

Thus, student Faculty Council Representatives conversed with their fellow classmates in an open and unbiased manner in November 1997 and obtained many comments regarding each of their professors' teaching methods. Each student representative then formed a consensus and submitted a short passage for use in the *Cannon*.

As mentioned in the professor evaluation information package of 29 December 1997, a list of professors who did not release their statistical evaluation results or did not submit the consent form by the requested deadline is published at the end of the report.

D.R.S.

How To Read The Tables

Enr. Number of students enrolled in the course.

Resp. Number of students who responded to the Course/Instructor Evaluation Form. (May be higher than "Enr." due to students attending lecture sections other than their own)

Med. The median of the survey results.

Averages *Inst.* Average grade given to the instructor by the students.
Dept. Average grade of all instructors in the instructor's department.
Fac. Average grade of all instructors in the Faculty.

Presentation Question #8 on the Course/Instructor Evaluation Form: "The presentation of the material in an organized, well-planned manner was..."

Clarity Question #10 on the Course/Instructor Evaluation Form: "Tbe clarity of the explanation of the subject matter was..."

Response Question #13 on the Course/Instructor Evaluation Form: "The attention to students' questions in the classroom and the clarity of the answers was..."

Overall Question #16 on the Course/Instructor Evaluation Form: "What is your overall rating of this instructor as a teacher?"

Rating System

0 = Don't Know/Not Applicable
1 = Inadequate
2 = Very Poor
3 = Poor
4 = Adequate
5 = Good
6 = Very Good
7 = Outstanding

Professors Refusing the use of their Statistical Evaluation Data

Abou-Ward, S.	Gielo-Perczak	Kuhn, E.	Reid
Adams	Gorrie, J.D.	Kwong, R.H.S.	Rowe
Andrews	Gottlieb	Lavers, J.D.	Sadleir
Bagley	Haque, N.	Lehoux	Shepperd
Benhabib	Heam	Lightstone,	Sleep, B.E.
Booth,	Hehner	M.L.	Smith
Geoffrey	Herman	Loewen	Sousa, Elvino
Brown, Steve	Hnik, Hana	Long, J.R.	Spelt
Burbulla, D.	Hooton	Luste, George	Stangeby
Burgess	Hughes	Maalej	Statt
Cheng	Iravani, Reza	Makis	Stuart Smith
Chignell	James	Miller	Thomas
Chow, Paul	Jia	Mills	Thorpe, S.
Chun	Jurdjevic	Mountjoy	Turksen
Cleghorn	Kassam, Z.	North, T.	Vranesic,
Collins	Kawaji	Pilger	Zvonko
Cunningham	Keffer	Posner	Walker
de Windt, L.	Khan, Namir	Ranger, K.B.	Wang
Fenton	Kortschot	Recio, F.J.	Yip, C.

Course: AER373F
Course Name: MECH.OF SOLIDS & STR
Instructor: W. D. Morison
Enrolled: 26 Responses: 20

	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	0	0	1	5	6	6	2	5	5.15	5.2	4.89
Clarity	0	0	0	2	6	7	5	0	5	4.75	5.25	4.83
Response	0	0	0	1	9	4	5	1	4	4.8	5.45	5.14
Overall Rating	0	0	0	0	7	7	6	0	5	4.95	5.45	5.16

Course: AER402F
Course Name: ATMOSPHERIC FLIGHT
Instructor: Reid

Comments Most students find Prof. Reid to be a dry lecturer. The course material is notationally intensive, and is generally a regurgitation from the textbook. Most students find that they lack a grasp of what the equations mean, being too bogged down by symbols.

Course: AER410F
Course Name: GASDYNAMICS
Instructor: Gottlieb

Comments This course, essential to all Fluid Dynamicists, is extremely well taught. The material is of average difficulty, but the lectures are so well organized and presented so that it appears to be simple. The professor also tells many relevant 'stories' that give both intuition into the subject matter and a sense of what is involved in the industry.

Course: AER506F
Course Name: SPACE. DYNAM. & CONTR. I
Instructor: Hughes

Comments Most students agree that while Prof. Hughes is highly intelligent and certainly knows his material, he is ineffective as a teacher. The level of difficulty of the course is very high. There was a strong need expressed for more tutorials and/or practice problems.

Course: APM288F
Course Name: ORDINARY DIFF. EQUATIONS
Instructor: Stuart Smith

Comments A brilliant prof who writes clearly and concisely. The second test was not entirely representative of lectured curriculum.

Course: APM291F
Course Name: DIFFERENTIAL EQUATIONS
Instructor: K.B. Ranger

Comments He was very helpful on a one-on-one basis. His tests were fair and he answers students' questions in class. However, his teaching style is dry.

Course: APM456F
Course Name: OPTIMIZ. & CONT. THEORY
Instructor: Jurdjevic

Comments Students found this course to be overly theoretical and noted that, as Eng Sci Aeros, they did not have the proper background for the course. The professor believes the subject to be "beautiful" but is sometimes ignorant to the fact that the students are not following him in lecture.

Course: APS103F
Course Name: ENG. SOCIETY AND ENVIRO. I
Instructor: N. Khan

Comments Despite the fact that his knowledge of the course is extensive, his lectures lack creativity and motivation.

Course: APS107F
Course Name: INTRO. TO COMP. FUND.
Instructor: J.D. Gorrie

Comments Prof. Gorrie is an outstanding professor. He is friendly and approachable. His use of examples were excellent. Unfortunately he is very busy and hard to reach.

Course: APS184F
Course Name: WRIT.AS EFFECT.COMM.
Instructor: Virginia Doherty
Enrolled: 18 Responses: 18

	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	0	0	0	2	7	7	2	5	5.5	5.23	4.89
Clarity	0	0	0	0	1	5	9	3	6	5.78	5.39	4.83
Response	0	0	0	0	1	5	7	5	6	5.89	4.58	5.14
Overall Rating	0	0	0	0	2	3	9	4	6	5.83	5.55	5.16

Course: APS185F
Course Name: TECH.WRIT.IN ENGLISH
Instructor: Howard Zuckernick
Enrolled: 18 Responses: 15

	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	0	0	0	4	5	5	1	5	5.2	5.23	4.89
Clarity	0	0	0	0	3	6	3	3	5	5.4	5.39	4.83
Response	0	0	0	0	2	5	6	2	6	5.53	4.58	5.14
Overall Rating	0	0	0	0	2	6	5	2	5	5.47	5.55	5.16

Course: APS232F
Course Name: ENTREPRE.& SMALL BUS
Instructor: J. C. Paradi
Enrolled: 58 Responses: 31

	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	1	0	0	0	5	13	12	6	6.06	5.23	4.89
Clarity	0	1	0	0	2	4	11	13	6	6	5.39	4.83
Response	0	1	0	0	3	2	13	12	6	5.97	4.58	5.14
Overall Rating	0	1	0	0	0	3	10	17	7	6.29	5.55	5.16

Course: APS302F
Course Name: ENG. SOCIETY AND ENVIRO. II
Instructor: Namir Khan

Comments Prof. Khan strongly believes in the material, explaining it well with many interesting examples. He makes good use of humour to hold interest.

Course: BME595F
Course Name: BIOSYSTEMS IV
Instructor: M. Joy
Enrolled: 17 Responses: 23

	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	0	1	7	5	3	5	1	4	4.32	4.05	4.89
Clarity	0	0	0	5	8	4	6	0	4	4.48	3.97	4.83
Response	0	0	0	0	7	6	7	2	5	5.18	5.23	5.14
Overall Rating	0	0	0	2	7	6	5	2	5	4.91	4.29	5.16

Comments Intrinsically presentation and the recommended textbook is rarely used (if ever).

Course: CHE112F
Course Name: CHEMISTRY
Instructor: F. R. Foulkes
Enrolled: 106 Responses: 92

	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	10	9	8	25	28	9	1	4	3.92	4.86	4.89
Clarity	0	16	10	12	20	24	10	0	4	3.61	4.69	4.83
Response	0	7	8	6	19	28	20	2	5	4.34	5.11	5.14
Overall Rating	0	12	9	7	18	22	20	4	4	4.14	5.16	5.16

Course: CHE150F
Course Name: CHEMISTRY
Instructor: Burgess

Comments He's nice and approachable. He'll teach you everything you need to know before a quiz and his pre-exam Sunday tutorials are lifesavers.

professor evaluations

Course: CHE150F
Course Name: CHEMISTRY
Instructor: Kortschot

Comments He's friendly and easily approachable. His teaching is pretty straightforward.

Course: CHE200F
Course Name: INORGANIC CHEMISTRY
Instructor: Jia

Comments A very helpful professor, always open and available for students if extra-help is required. He rarely write notes on the board and students often end up teaching material to themselves.

Course: CHE203F
Course Name: APPLIED CHEMISTRY II
Instructor: M. S. Shoichet
Enrolled: 78 Responses: 62

	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	1	0	1	9	21	23	7	5	5.35	5.08	4.89
Clarity	0	0	0	3	12	19	26	2	5	5.19	5.09	4.83
Response	1	0	0	1	11	15	26	8	6	5.48	5.38	5.14
Overall Rating	0	1	0	2	9	14	33	2	6	5.33	5.36	5.16

Comments Prof. Shoichet is a very good lecturer and gives more than enough practice problems. Her quizzes and tests were generally fair. Prof. Shoichet is a very good all-round professor.

Course: CHE211F
Course Name: FLUID MECHANICS
Instructor: Kawaji

Comments Prof. Kawaji is very knowledgable of the material taught and is clear and logical in his lectures. He does, however, teach excessively in a professional manner and this, along with his speed to finish the material, can often confuse his students.

Course: CHE221F
Course Name: CALCULUS & NUMER. METH.
Instructor: Kuhn

Comments He provides lots of examples for difficult material and anticipates the difficulties his students have before they even get them. Kuhn's tests and quizzes, however, remind his students that this is, in fact, a CALCULUS course and they should not be blinded by the amusing professor.

Course: CHE311F
Course Name: SEPARATION PROCESSES
Instructor: M. V. Sefton
Enrolled: 90 Responses: 62

	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	0	0	0	4	21	23	14	6	5.76	5.08	4.89
Clarity	0	0	0	0	1	19	26	16	6	5.92	5.09	4.83
Response	0	0	0	0	4	16	26	16	6	5.87	5.38	5.14
Overall Rating	0	0	0	1	2	14	29	15	6	5.9	5.36	5.16

Course: CHE349F
Course Name: ENG. ECONOMIC ANAL.
Instructor: J. C. Paradi
Enrolled: 69 Responses: 29

	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	0	0	0	2	9	12	6	6	5.76	5.08	4.89
Clarity	0	0	0	1	1	7	12	7	6	5.82	5.09	4.83
Response	0	0	0	0	4	7	12	5	6	5.64	5.38	5.14
Overall Rating	0	0	0	0	3	5	15	6	6	5.83	5.36	5.16

Course: CHE372F
Course Name: THERM.&REACT.KINETIC
Instructor: C. E. Chaffey
Enrolled: 8 Responses: 8

	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	0	0	0	0	4	3	1	5	5.63	5.08	4.89
Clarity	0	1	0	0	2	4	0	1	5	4.5	5.09	4.83
Response	0	0	0	0	3	2	2	1	5	5.13	5.38	5.14
Overall Rating	0	0	0	0	2	3	1	2	5	5.38	5.36	5.16

Course: CHE466F
Course Name: BIOPROCESS ENGINEER.
Instructor: D. G. Allen
Enrolled: 33 Responses: 26

	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	0	0	0	4	5	12	4	6	5.64	5.08	4.89
Clarity	0	0	0	0	2	7	11	5	6	5.76	5.09	4.83
Response	0	0	0	0	2	4	13	6	6	5.92	5.38	5.14
Overall Rating	0	0	0	0	1	5	12	7	6	6	5.36	5.16

Course: CHE490F
Course Name: BIOTRANSPORT PROCESSES
Instructor: Cheng

Comments Material is dry, but a good professor. Good use of examples and analogies to real world situations.

Course: CHE492F
Course Name: ENVIRON.ANALYT.CHEM.
Instructor: D. G. B. Boocock
Enrolled: 4 Responses: 4

	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	0	0	0	1	2	1	0	5	5	5.08	4.89
Clarity	0	0	0	0	1	2	1	0	5	5	5.09	4.83
Response	0	0	0	0	0	2	2	0	5	5.5	5.38	5.14
Overall Rating	0	0	0	0	0	3	1	0	5	5.25	5.36	5.16

Course: CHE492F
Course Name: ENVIRO. ANALYTICAL. CHEM.
Instructor: Pilger

Comments The professor is approachable, friendly, and maintains a nice atmosphere. Some found the course content dry, but deemed the corresponding labs interesting.

Course: CHE553F
Course Name: ELECTROCHEMISTRY
Instructor: F. R. Foulkes
Enrolled: 22 Responses: 9

	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	0	0	0	1	4	3	1	5	5.44	5.08	4.89
Clarity	0	0	0	0	1	4	0	4	5	5.78	5.09	4.83
Response	0	0	0	0	1	1	5	2	6	5.89	5.38	5.14
Overall Rating	0	0	0	0	0	3	4	2	6	5.89	5.36	5.16

Course: CHE553F
Course Name: ELECTROCHEMISTRY
Instructor: F. R. Foulkes
Enrolled: 22 Responses: 12

	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	0	0	0	0	1	7	4	6	6.25	5.08	4.89
Clarity	0	0	0	0	0	1	2	3	5	6	6.09	5.09
Response	0	0	0	0	1	4	4	3	6	5.75	5.38	5.14
Overall Rating	0	0	0	0	0	2	4	6	6	6.33	5.36	5.16

Course: CIV101F
Course Name: STRUCT.MAT.& DESIGN
Instructor: Eva Kuhn
Enrolled: 82 Responses: 73

	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	1	8	9	10	22	18	5	0	4	3.67	4.86	4.89
Clarity	1	8	13	19	17	10	5	0	3	3.32	4.69	4.83
Response	1	12	8	13	23	11	4	1	4	3.4	5.11	5.14
Overall Rating	0	5	5	11	26	18	7	0	4	3.94	5.16	5.16

Course: CIV101F
Course Name: STRUCT.MAT.& DESIGN
Instructor: E. Kuhn
Enrolled: 77 Responses: 72

	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	1	7	6	25	24	8	1	4	4.28	4.86	4.89
Clarity	0	3	8	7	26	17	10	1	4	4.11	4.69	4.83
Response	0	3	4	11	23	23	5	3	4	4.19	5.11	5.14
Overall Rating	0	1	0	14	21	25	7	3	4	4.44	5.16	5.16

Course: CIV101F
Course Name: STRUCT. MATERIAL & DESIGN
Instructor: Heam

Comments Prof. Heam uses good examples in class and insures that the students understand the material by encouraging questions. The Prof. also makes herself available for help outside class time. She makes the course seem easy.

Course: CIV102F
Course Name: STRUT. & MAT.INT. ENG. DES
Instructor: Collins

Comments A fun and enthusiastic professor with lots of interesting demonstrations. He'll provide you with a first glance at true civil engineering.

Course: CIV210F
Course Name: SOLID MECHANICS I
Instructor: Thomas

Comments Prof. Thomas demonstrates a solid (what a pun) understanding of how to explain the course material in an easy to comprehend yet interesting manner. Possible room for improvement would be in tutorial use.

Course: CIV255F
Course Name: SURVEYING
Instructor: Mountjoy

Comments This class proved a positive experience for most of the students. Prof. Mountjoy was organized, provided extremely friendly and interactive lectures, and was very approachable. Perhaps only 2 hours of lecture are needed.

Course: CIV261F
Course Name: ENG. MATH. I
Instructor: Maalej

Comments Problems began in the first lecture and lasted the whole year. Some of them include: ambiguous explainations to student question, underestimated maturity/intelligence level of class, lectures very similar to text material. It should be noted however, that desire for improvement on the part of the prof was evident, and that we ended the semester much better than when we began it.

Course: CIV362F
Course Name: ENGINEERING MATH.II
Instructor: B. W. Kamey
Enrolled: 79 Responses: 49

	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	0	1	6	12	19	10	1	5	4.69	4.91	4.89
Clarity	0	5	2	5	17	14	5	1	4	4.06	4.78	4.83
Response	0	3	1	4	14	11	12	4	5	4.65	5.11	5.14
Overall Rating	0	2	5	4	4	20	12	2	5	4.61	5.05	5.16

Course: CIV375F
Course Name: BUILDING SCIENCE
Instructor: K. D. Pressnail
Enrolled: 84 Responses: 61

	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	0	0	4	9	19	16	13	5	5.41	4.91	4.89
Clarity	0	0	1	1	11	17	19	12	6	5.44	4.78	4.83
Response	0	0	0	1	4	13	24	19	6	5.92	5.11	5.14
Overall Rating	0	0	0	1	5	15	14	26	6	5.97	5.05	5.16

Course: CIV465F
Course Name: AQUEOUS POLL. & CONTROL
Instructor: Andrews

Comments He is approachable and really knows his stuff. The course is interesting and covers a lot of material, without overwhelming the student.

Course: CIV540F
Course Name: ENVIRO. ENG. III-TREATMENT
Instructor: Andrews

Comments He is approachable and really knows his stuff. The course is interesting and covers a lot of material, without overwhelming the student.

Course: CIV549F
Course Name: GROUNDWAT. FLOW & CONT.
Instructor: B.E. Sleep

Comments The course material was interesting, though some found the professor to be a bit boring.

Course: CIV550F
Course Name: WATER RESOURCES ENG.
Instructor: Adams

Comments A very good course. Prof. Adams teaches in an understandable and interesting manner. Again he is very approachable, friendly and creates a good atmosphere.

Course: CIV575F
Course Name: BUILDING SCIENCE
Instructor: K. D. Pressnail
Enrolled: 56 Responses: 35

	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	0	0	0	5	16	10	4	5	5.37	4.91	4.89
Clarity	0	0	0	0	3	15	14	3	5	5.49	4.78	4.83
Response	0	0	0	0	1	5	22	7	6	6	5.11	5.14
Overall Rating	0	0	0	0	1	9	17	8	6	5.91	5.05	5.16

Course: CSC180F
Course Name: INTRO. TO COMP. PROG.
Instructor: Hehner

Comments The main thing to remember is that no matter what you learn in class, when you learn it, or how long you spend debugging your assignments, you'll definietly come out of the course know more about computer than you did when you started.

Course: CSC418F
Course Name: COMPUTER GRAPHICS
Instructor:

Comments The professor is friendly and knows the course material well.

professor evaluations

Course: CSC442F
Course Name: SOFTWARE ENGINEERING
Instructor: C. Clarke
Enrolled: 104 **Responses:** 55

	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	1	4	2	22	18	8	0	4	4.38	4.05	4.89
Clarity	0	1	1	7	17	14	13	2	5	4.62	3.97	4.83
Response	0	1	2	2	11	17	19	3	5	5	5.23	5.14
Overall Rating	0	1	0	4	15	15	18	2	5	4.91	4.29	5.16

Comments Prof. Clarke keeps the classes interesting and fun. However, some students noted that while they enjoy lecture, they are never quite sure what they have learned at the end of class. More consensus on assignment requirements between the professor and the T.A. who marks them would be appreciated.

Course: CSC470F
Course Name: COMP. SYS. MOD. & ANALYS.
Instructor:

Comments The professor is friendly, knowledgeable, and helpful in the lab. All of these qualities still cannot alleviate the dry lecture material, however.

Course: ECE212F
Course Name: CIRCUIT THEORY
Instructor: L. de Windt

Comments Prof. De Windt is a very good lecturer. He exlplains well, and takes time to make sure everyone understands. He writes his notes quickly making it difficult to understand once you fall behind.

Course: ECE212F
Course Name: CIRCUIT THEORY
Instructor: J.D. Lavers

Comments Lavers organizes and presents his material well, often providing helpful examples. His lecture style helps to bring interest to a potentially dull topic.

Course: ECE241F
Course Name: DIGITAL SYSTEMS
Instructor: J. Rose
Enrolled: 132 **Responses:** 115

	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	3	0	8	28	34	30	12	5	4.98	5.21	4.89
Clarity	0	0	0	2	15	33	37	27	6	5.63	5.22	4.83
Response	0	0	0	0	9	30	56	20	6	5.76	5.57	5.14
Overall Rating	0	1	0	5	8	26	47	28	6	5.7	5.54	5.16

Course: ECE241F
Course Name: DIGITAL SYSTEMS
Instructor: S. Brown

Comments Prof. Brown has an excellent knowledge of the subject matter. His notes are comprehensive and well presented, and his personal anecdotes keep the lectures interesting. However, he needs to slow down somewhat to ensure understanding.

Course: ECE250F
Course Name: ELECTRIC CIRCUITS
Instructor: Reza Iravani

Comments Knowledgeable and a good listener. He used examples appropriately and conquered his original problems with class control.

Course: ECE253F
Course Name: DIGITAL & COMP. SYSTEMS
Instructor: Zvonko Vranesic

Comments Knowledgeable, with high expectations of students. He listened to the class, but did not always start or finish on time.

Course: ECE310F
Course Name: INT.TO LIN.SYS.&CONT
Instructor: I. Katzela
Enrolled: 101 **Responses:** 40

	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	5	9	9	10	5	2	0	3	3.18	5.21	4.89
Clarity	0	6	10	13	9	2	0	0	3	2.78	5.22	4.83
Response	1	0	1	8	13	10	6	1	4	4.38	5.57	5.14
Overall Rating	0	1	7	7	18	5	1	0	4	3.56	5.54	5.16

Course: ECE352F
Course Name: COMPUTER ORGANIZATION
Instructor: Paul Chow

Comments He is a very good prof. and the course is fun. He tells entertaining/ interesting stories to keep the material interesting. Because the class is small, it's easy to ask questions.

Course: ECE370F
Course Name: INTRO.TO MICROPROCE.
Instructor: A. Banerjea
Enrolled: 57 **Responses:** 27

	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	0	1	5	6	7	7	1	5	4.63	5.21	4.89
Clarity	0	0	0	2	13	4	6	2	4	4.74	5.22	4.83
Response	0	0	0	0	4	12	4	7	5	5.52	5.57	5.14
Overall Rating	0	0	0	2	6	11	6	2	5	5	5.54	5.16

Course: ECE373F
Course Name: ELECT.SYS.ANAL.&DES.
Instructor: A. Konrad
Enrolled: 99 **Responses:** 76

	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	1	2	16	31	21	5	0	4	4.11	5.21	4.89
Clarity	0	4	8	20	19	17	5	2	4	3.8	5.22	4.83
Response	0	0	1	10	14	32	14	5	5	4.83	5.57	5.14
Overall Rating	0	3	1	6	24	25	14	3	5	4.59	5.54	5.16

Comments Prof. Konrad taught a difficult and extensive course well. He put a lot of effort towards making sure that students understood the material.

Course: ECE416F
Course Name: COMMUNICATION SYSTEMS
Instructor: Elvino Sousa

Comments Students consider him to be a good professor but note that his task is difficult considering the large class size. He is very open to answering questions.

Course: ECE426F
Course Name: INTRO. TO OPTICAL ENG.
Instructor: Herman

Comments Prof. Herman shows great enthusiasm in what he teaches, although most students have problems appreciating this. He is approachable and friendly.

Course: ECE435F
Course Name: DIGITAL ELECTRONICS
Instructor: J.R. Long

Comments The professor is extremely helpful, friendly and responsive. He attends to the students' needs in both lab and lecture.

Course: ECE443F
Course Name: SYSTEM SOFTWARE
Instructor: Steve Brown

Comments A very good prof. He is funny at times and is very open to answering questions.

Course: ECE446F
Course Name: ELECTROACOUSTICS
Instructor: H. Kunov
Enrolled: 23 Responses: 17

	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	0	0	1	1	5	9	1	6	5.47	5.21	4.89
Clarity	0	0	0	0	1	6	10	0	6	5.53	5.22	4.83
Response	0	0	0	0	0	3	12	2	6	5.94	5.57	5.14
Overall Rating	0	0	0	0	1	5	8	3	6	5.76	5.54	5.16

Comments A very good course, if a little broad. Excellent professor, but a little soft-voiced. Lab component is a self-designed lab, which is very useful and can prove to be very interesting.

Course: ECE471F
Course Name: INSTRUMENTATION DESIGN
Instructor: Hana Hnik

Comments Here's a representative quote: "Hana Hnik would be the person I would consult for technical advice if I needed to build a device that would save the world. I would not be so inclined to consult her on either lucid explanation theory. She also cares whether we learn it, though, and that helps a lot."

Course: ECE557F
Course Name: SYSTEMS CONTROL
Instructor: R.H.S. Kwong

Comments An OK course, if a little dry. The professor's writing style is sloppy, but the teaching and examples are good. Don't show up more than 5 minutes late, or he will have erased half of the notes you're missing.

Course: ECE557F
Course Name: SYSTEMS CONTROL
Instructor: Raymond Kwong

Comments He definitely knows the material, but it is hard to follow his argument at times. Course material is presented in a serious, somewhat dry manner.

Course: EDV220F
Course Name: APPLIED ECOLOGY
Instructor: Bagley

Comments Interesting professor with interesting ideas. Good lecturing style but needs to make clearer notes on board. Assignments would benefit from increased time spent on clarification of ideas being explored.

Course: EDV360F
Course Name: ENV.IMP.& RISK ASS.
Instructor: P. Byer
Enrolled: 21 Responses: 20

	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	0	0	1	9	8	2	0	4	4.55	4.05	4.89
Clarity	0	1	2	2	4	8	3	0	5	4.25	3.97	4.83
Response	0	2	1	0	4	6	4	3	5	4.75	5.23	5.14
Overall Rating	0	0	1	1	4	7	7	0	5	4.9	4.29	5.16

Comments Prof. Byer is an excellent professor. He is very sympathetic, enthusiastic and explains the material well. Perhaps more lecture time would allow for more interaction and discussion to further develope an understanding of the material.

Course: ENG284F
Course Name: VARIETIES OF FICTION
Instructor: Geoffrey Booth

Comments Prof. Booth knows the material very well. The lectures often become discussions, a format some students may not learn well from. The amount of reading material he assigns seems excessive.

Course: HPS280F
Course Name: HISTORY OF SCIENCE
Instructor: Lehoux

Comments He encourages participation and provides interesting anecdotes of history. Important to point out is that Lehoux never pretends to know more than he does, as do most professors. The material is not very difficult but his lectures are vital to good results.

Course: JVM209F
Course Name: ENG. MATERIALS
Instructor: Hooton

Comments Prof. Hooton, although disorganized, usually manages to make lectures interesting by telling an anecdote or demonstrating his vast knowledge through responses to questions. Class notes would improve greatly with better and greater board use.

Course: JVM209F
Course Name: ENG. MATERIALS
Instructor: Miller

Comments Prof. Miller is more organized but sometimes fails to make his point. His lectures would benefit through incorporation of examples and more concise idea presentation.

Course: MAT186F
Course Name: CALCULUS I
Instructor: C. Yip

Comments A very good professor having excellent teaching methods. He is very organized and has a genuine concern for students. His lectures may be a little fast paced but are easy to understand.

Course: MAT186F
Course Name: CALCULUS I
Instructor: Cunningham

Comments Many found Prof. Cunningham to be too fast and confusing in lectures. Examples were scarce and sometimes lecture did not follow course material.

Course: MAT186F
Course Name: CALCULUS I
Instructor: D. Burbulla

Comments He is a real teacher. His lectures are filled with examples and he is always adding more hours for student help.

Course: MAT188F
Course Name: APP. LINEAR ALGEBRA
Instructor: D. Burbulla

Comments An outstanding professor who has excellent knowledge of the material. He is readily available for questions outside of class. He makes his lectures very enjoyable and easy to understand.

Course: MAT188F
Course Name: APP. LINEAR ALGEBRA
Instructor: Recio

Comments Although the class found it hard to understand him at times, the class greatly appreciated the effort he put into making the material easy to grasp. Good examples and willing to help after class.

Course: MAT194F
Course Name: CALCULUS I
Instructor: Smith

Comments Overall one of the better professors. You probably won't understand much in class but that's what tutorials ar for. His tests are killers.

professor evaluations

Course: MAT194F
Course Name: CALCULUS I
Instructor: Stangeby

Comments Prof. Stangeby is very enthusiastic and genuinely cares about students. He is available for help, and teaches clearly. He also goes fast and write a lot on the board.

Course: MAT198F
Course Name: LINEAR ALGEBRA
Instructor: E. J. Davison
Enrolled: 80 **Responses:** 55

	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	0	2	0	4	18	19	12	6	5.6	4.86	4.89
Clarity	0	0	0	2	3	15	21	14	6	5.76	4.69	4.83
Response	0	0	0	0	1	12	15	27	6	6.24	5.11	5.14
Overall Rating	0	0	0	0	0	10	21	24	6	6.25	5.16	5.16

Course: MAT198F
Course Name: LINEAR ALGEBRA
Instructor: J. W. Lorimer
Enrolled: 73 **Responses:** 49

	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	1	3	6	7	15	13	4	5	4.78	4.86	4.89
Clarity	0	1	6	8	7	20	5	2	5	4.27	4.69	4.83
Response	0	1	0	4	8	18	13	5	5	5.06	5.11	5.14
Overall Rating	0	1	1	8	3	14	16	6	5	5.04	5.16	5.16

Course: MAT290F
Course Name: ENG. MATHEMATICS I
Instructor: B. Francis
Enrolled: 133 **Responses:** 126

	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	12	6	20	29	32	16	11	4	4.23	4.05	4.89
Clarity	0	13	18	20	30	22	15	7	4	3.82	3.97	4.83
Response	0	10	4	23	35	27	17	10	4	4.24	5.23	5.14
Overall Rating	0	9	10	18	38	26	16	8	4	4.14	4.29	5.16

Course: MAT290F
Course Name: ENG. MATHEMATICS I
Instructor: S. Abou-Ward

Comments Sabri's lecture style is light and friendly, with liberal amounts of humour to alleviate the inherent boredom of the subject. However, he is often late to class, and can offend students with pointed remarks.

Course: MAT291F
Course Name: CALCULUS III
Instructor: N. Haque

Comments Prof. Haque has a superb knowledge of the subject matter. However, he is unable to communicate the material to the class. He makes many errors in examples. He often erases examples before students can write them down.

Course: MIE230F
Course Name: ENG. ANALYSIS
Instructor: Keffer

Comments An intelligent professor who did not realize that students all the theory presented. More examples may have given the students a better understanding of the material.

Course: MIE231F
Course Name: PROB. & STATS. FOR ENG.
Instructor: Benhabib

Comments An excellent teacher that explains the material thoroughly plus he made us laugh. He was available for questions after class.

Course: MIE240F
Course Name: HUMAN CENT. SYS. DESIGN
Instructor: Chignell

Comments Students did not feel the need to attend class, since lecture notes were posted on the web. Prof. Chignell followed the text very closely making it easy to study.

Course: MIE265F
Course Name: MODEL. INTEGR. SYSTEMS
Instructor: Sadleir

Comments A very professional professor who knows the inside and outside of the business world. Anecdotes make class interesting. Never ask him what's on the test.

Course: MIE270F
Course Name: FLUID MECHANICS I
Instructor: Loewen

Comments A general distribution problem exists with this course. Why does 80+% of the lecture time deal with theory when the midterm and exam are purely analytic problems? Why does it take hours to solve one problem set worth half a per cent? Solution: more examples in class and increased weight towards the problem set. On a side note, the labs were excelent and served very well for backing/creating ideas about fundamental fluid laws.

Course: MIE301F
Course Name: KINEM. & DYNAM. OF MACH.
Instructor: Cleghorn

Comments Prof. Cleghorn is very well organized, enthusiastic and well prepared. His practical examples and demonstations kept the material interesting. However, more difficult examples given in lectures would help to prepare students for his high expectations on tests.

Course: MIE312F
Course Name: FLUID MECHANICS I
Instructor: Spelt

Comments Prof. Spelt provides excellent notes and explains the material thoroughly to make sure students understand the material.

Course: MIE312F
Course Name: FLUID MECHANICS I
Instructor: James

Comments Prof. James is an excellent professor. He provides relevant examples and uses interesting demonstrations.

Course: MIE337F
Course Name: STATS. & EXPERIMENT. DES.
Instructor: Makis

Comments Professor Makis tends to teach way too quickly and then gets annoyed if you ask a lot of questions (especially if you're one of those "bad" kids at the back of the class) However, he's extremely knowledgeable and helpful if you go for help outside of class.

Course: MIE343F
Course Name: INDUS. ERGON. & WORKPL.
Instructor: Gielo-Perczak

Comments Professor Gielo-Perczak is sincere and tries really hard, but has serious trouble effectively communicating the course material and answering questions in class.

Course: MIE353F
Course Name: DATA MODELLING
Instructor: Turksen

Comments Professor Turksen is really nice, but he doesn't seem too interested in the course (He said himself, the stuff is dry). He relies too much on overheads and should use more practical examples.

Course: MIE358F
Course Name: ENG. ECON. AND ACCOUNT.
Instructor: Chun

Comments Professor Chun relates well to the students and is very enthusiastic about the course. She presents the material in a clear, well-organized manner.

Course: MIE362F
Course Name: OPERATIONAL RESEARCH I
Instructor: Posner

Comments Professor Posner is an all around good guy who seems genuinely interested in the course material. However, his lectures can get confusing. He needs to prepare better before coming to class.

Course: MIE371F
Course Name: ENG.ECONOMIC ANALYSIS
Instructor: Fenton

Comments Prof. Fenton was very clear in explaining what was expected; however, he did not seem very enthusiastic about the course which made the lectures appear to be not very helpful.

Course: MIE372F
Course Name: CONTROL SYSTEMS
Instructor: C. B. Park
Enrolled: 27 Responses: 23

	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	0	0	0	0	3	7	13	7	6.43	4.97	4.89
Clarity	0	0	0	0	0	3	12	8	6	6.22	4.87	4.83
Response	0	0	0	0	0	4	8	11	6	6.3	5.01	5.14
Overall Rating	0	0	0	0	0	1	7	15	7	6.61	5.09	5.16

Course: MIE404F
Course Name: CONTROL SYSTEMS I
Instructor: Mills

Comments Prof. Mills is an okay professor but the understanding of the students is not taken into account by his teaching style. But rather just enough to pass the exam.

Course: MIE446F
Course Name: COMP.AIDED GRAP.&DES
Instructor: L. H. Shu
Enrolled: 56 Responses: 36

	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	0	2	4	11	13	4	2	5	4.53	4.97	4.89
Clarity	0	1	2	2	14	10	5	1	4	4.4	4.87	4.83
Response	0	0	2	1	8	11	9	5	5	5.08	5.01	5.14
Overall Rating	0	0	0	5	8	12	10	1	5	4.83	5.09	5.16

Course: MIE519F
Course Name: ENVIRO. FLUID MECHANICS
Instructor: M.L. Lightstone

Comments Prof. Lightstone is and excellent teacher. She really know the material and can convey it well to the class. Very positive learning experience.

Course: MMS101F
Course Name: APP.SCI.:MATERIALS
Instructor: C. Chaffey
Enrolled: 72 Responses: 55

	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	2	2	3	14	19	10	5	5	4.75	4.86	4.89
Clarity	0	0	2	4	19	19	7	4	5	4.67	4.69	4.83
Response	0	0	3	8	12	12	13	7	5	4.82	5.11	5.14
Overall Rating	0	0	0	3	6	24	12	9	5	5.33	5.16	5.16

Course: MMS101F
Course Name: APP.SCI.:MATERIALS
Instructor: T. W. Coyle
Enrolled: 78 Responses: 58

	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	2	4	7	19	16	5	5	4	4.34	4.86	4.89
Clarity	1	1	4	9	18	17	5	3	4	4.28	4.69	4.83
Response	0	0	0	3	11	19	11	14	5	5.38	5.11	5.14
Overall Rating	0	0	0	6	14	27	5	6	5	4.84	5.16	5.16

Course: MMS101F
Course Name: APP. SCIENCE: MATERIALS
Instructor: Z. Kassam

Comments An excellent professor who has a thorough understanding of the subject and makes the course enjoyable. His lectures are very informative, making the textbook completely unnecessary.

Course: MMS150F
Course Name: MATERIALS SCIENCE
Instructor: W. A. Miller
Enrolled: 6 Responses: 5

	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	0	0	0	0	3	2	0	5	5.4	4.86	4.89
Clarity	0	0	0	0	1	1	2	1	6	5.6	4.69	4.83
Response	0	0	0	0	0	1	2	2	6	6.2	5.11	5.14
Overall Rating	0	0	0	0	0	0	4	1	6	6.2	5.16	5.16

Course: MMS270F
Course Name: MATERIALS SCIENCE
Instructor: S. Thorpe

Comments He explained complex examples through models that seemed easy to understand. The one downfall was handing out overhead notes after the lectures.

Course: MMS270F
Course Name: MATERIALS SCIENCE
Instructor: T. North

Comments Used good illustration for complicated concepts. He always related the introduced topics to the real world, that made the material more interesting.

Course: MMS314F
Course Name: KINETICS OF MAT.PRO.
Instructor: S. A. Argyropoulos
Enrolled: 30 Responses: 14

	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	0	0	3	6	5	0	0	4	4.14	5.22	4.89
Clarity	0	0	2	5	2	3	2	0	3	3.86	5.38	4.83
Response	0	0	1	3	5	4	0	1	4	4.14	5.61	5.14
Overall Rating	0	0	0	6	3	5	0	0	4	3.93	5.67	5.16

Course: MMS316F
Course Name: MECH. BEHAV. OF MATERIAL.
Instructor: Wang

Comments Prof. Wang is an excellent professor who is very concerned with student's needs. He maintains a good pace in class, is patient and provides in depth explanations of the material.

Course: MMS402F
Course Name: SOLIDIFICA.& CASTING
Instructor: S. A. Argyropoulos
Enrolled: 20 Responses: 9

	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	0	0	1	2	4	2	0	5	4.78	5.22	4.89
Clarity	0	0	1	1	0	5	2	0	5	4.67	5.38	4.83
Response	0	0	1	1	0	3	3	0	5	4.75	5.61	5.14
Overall Rating	0	0	1	0	1	4	3	0	5	4.89	5.67	5.16

Course: MMS420F
Course Name: SOLIDIFICA.& CASTING
Instructor: R. M. Pilliar
Enrolled: 25 Responses: 18

	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	0	0	1	2	6	9	0	5	5.28	5.22	4.89
Clarity	0	0	1	0	2	4	10	1	6	5.39	5.38	4.83
Response	0	0	0	2	2	6	6	2	5	5.22	5.61	5.14
Overall Rating	0	0	0	1	1	4	11	1	6	5.56	5.67	5.16

Course: MMS450F
Course Name: PLANT DES.PROC.IND.
Instructor: G. Bendzsak
Enrolled: 14 Responses: 11

	0	1	2	3	4	5	6	7	Med.	Inst.	Dept.	Fac.
Presentation	0	0	0	3	7	1	0	0	4	3.82	5.22	4.89
Clarity	0	0	0	1	3	6	1	0	5	4.64	5.38	4.83
Response	0	0	0	0	2	5	3	1	5	5.27	5.61	5.14
Overall Rating	0	0	0	0	2	5	3	0	5	5.1	5.67	5.16

Course: PHY180F
Course Name: ELEM. OF PHYSICS I (MECH)
Instructor: Shepperd

Comments He copies straight from the lecture notes onto the blackboard. You may as well buy the booklet and skip class.

Course: PHY180F
Course Name: ELEM. OF PHYSICS I (MECH)
Instructor: Rowe

Comments An enthusiastic professor with interesting demos. He'll sometimes go off on tangents though.

Course: PHY280F
Course Name: PHYSICS II
Instructor: Statt

Comments He covered most material concisely with appropriate enthusiasm. Not all new concepts and quantities were given worthy introductions.

Course: PHY280F
Course Name: PHYSICS II
Instructor: George Luste

Comments Dull lectures added nothing to student understanding. Although he was admirably dedicated and listened carefully, he lacked knowledge in this field.

Course: PHY480F
Course Name: BASIC STATISTICAL MECH.
Instructor: Walker

Comments Prof. Walker knows the material, teaches it well, and is always available for help. He is well-organised in his presentation of the course.

Skule™ News

Communication Survey:

The Results Are In

by Dr. Jane Freeman

Remember that questionnaire you completed awhile ago? Well the results are finally in, and you might be surprised by some of your fellow students' responses.

The objective of the survey was to gather data on engineering students' attitudes towards their own writing and speaking skills. Communication training in the Faculty of Applied Science and Engineering is being revised, and revisions must be sensitive to students' attitudes. 1,000 engineering students were surveyed; 650 1st-year and 350 4th-year students responded to a range of questions about their communication skills, and here are some of the findings.

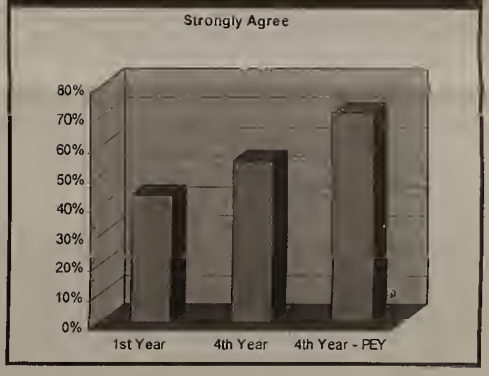
The 1st-year and 4th-year groups were very similar in some ways. Both groups contained students from all nine engineering programs, and the gender split was exactly the same in both groups (74% male and 26% female). The response to the question "How many languages do you speak?" was also almost identical in both groups: (1 language - 18%; 2 languages - 51%; 3 languages - 24%).

The 1,000 students surveyed had a wide range of attitudes towards their own writing and speaking. In a short article such as this, it isn't possible to describe all the data collected, but some trends in the data can be identified. (Come to GB147 if you'd like to see the detailed survey results.) The 1st and 4th- year groups demonstrated very similar confidence levels for specific tasks. When asked whether they were comfortable giving oral presentations, for example, 15% of the 1st-year group chose the answer "Always" while only 14% of the 4th-year students picked "Always". When asked if they could find and correct the errors in their own writing, 14% of the 1st-year students and 16% of the 4th-year students said "Always".

Clearly a 1% or 2% difference is not statistically significant; more significant is the difference between the two groups' attitudes towards their own skills. A few of the 1st-year students surveyed regard communication skills as irrelevant to engineers, or as a joke, but the large majority recognizes the importance of communication to engineers. They expect to receive appropriate training while at U. of T., though several indicated that this training should not interfere with their "engineering" classes: classes they regard as entirely separate from "communication" classes.

The 4th-year students, on the other hand, did not think it was a joke that they're heading into a job market without feeling confident in their ability to succeed in an interview or to give an effective presentation. Several students were frustrated with the training in writing/ speaking—or lack thereof— they've received at U. of T. Over 70% of the 4th-year students thought that more communication training should be provided. Some thought communication courses should be made mandatory. (As one student put it, no one should get a "Get out of jail free card.") Others believed that "engineering" courses should include more opportunities for presenting, and that reports should be marked for grammar and proper format as well as for technical content; in other words, the communicative and technical tasks expected of professional engineers should be better integrated in the training provided at U. of T.

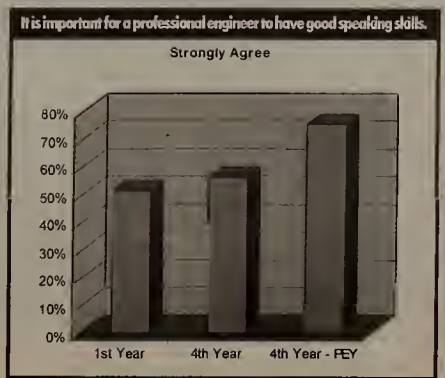
It is important for a professional engineer to have good writing skills.



In general, the survey reveals that as students get closer to the job market, their desire for communication training becomes both more specific and more urgent. The 4th-year population was divided into two groups: those who had, and those who had not, completed a Professional Experience Year (PEY) placement. As indicated in Figure 1, the PEY students placed a higher value on communication skills than other students. It might not be a coincidence that the students who do well in interviews are those who recognize the value of effective human exchange in the workplace.

The single clearest message from the survey is that students want more training in oral communication. When asked what single communication skill they most wanted help with, 57% of 1st year students and 70% of 4th-year students wrote that they wanted help with oral communication. In particular, many students want to improve their ability to give presentations. We will pass this message on to faculty, and to the Dean of Engineering (who helped to fund this survey). The survey is finished, but our willingness to listen to students' concerns is not. Please feel free to drop in at the Writing Centre, or to e-mail me (Dr. Freeman) at *jane.freeman@utoronto.ca* if you want to make further comments. I'd like to thank all students who participated in the survey. Your honest feedback will help us to help you.

It is important for a professional engineer to have good speaking skills.



Skule™ Nite Revue

by Vero Kon CIV 9T9

Every year as a part of their F!rosh package, F!rosh get a free ticket to Skule™ Nite. They then, if they are clever enough (or rather if their brains are not too addled from 1st year) will pick up their free ticket, go to Skule™ Nite, and proceed to have such a rolicking great time that they will come back again and again every year! (woo hoo! every marketer's dream—a repeat customer!)

That's how I got hooked onto Skule™ Nite.

Unfortunately, there are just as many people who never started onto the slippery path by picking up their free Skule™ Nite ticket (like the classmate who "gave" me his free ticket in 1st year so that I could go see the show a second time) and never have nor ever will step into the cool netherworld of Hart House Theatre. (My attempts to have profs bribe my classmates into Skule™ Nite with free marks for ticket stubs failed miserably...)

You (those of you to whom this applies) lose! (*and* you suck!)

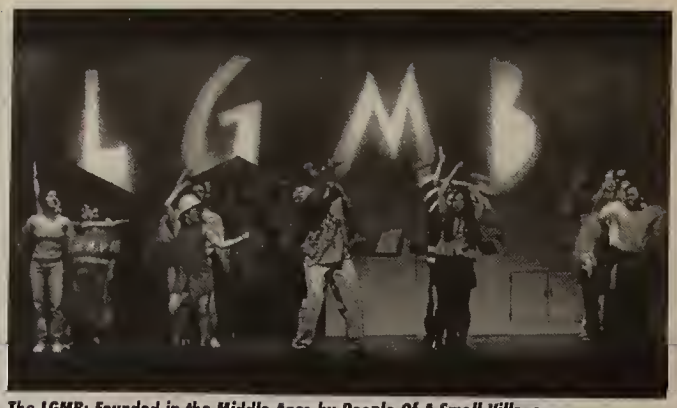
And you lost out on a great show this year. Skule™ Nite celebrated it's 75th anniversary this year with song, show, and dance. Highlights of the evening? Two members of the cast who looked remarkably like Beavis and Butthead, an engineering twist to "West Side Story" (involving a solar-powered car, two engineering disciplines and an inter-disciplinary love affair) an ode to the LGMB, and man frantic to buy jewellery. (Hey, is that a ring on your finger? I'll give you $50 for it!)

Indeed, the sketch enjoying the loudest cheers of the night featured Skule™ Nite cast Mike Wood peddling his jewellery for cash as a Russell Oliver wanna-be. Too bad his sucker-of-a-customer turned out to be...the real Russell Oliver! (Talk about free advertising for Oliver Jewellery!)

But I digress. Just check out the photos on this page (and later this month in the Yearbook—if you've bought one) and remember to buy a ticket next year!

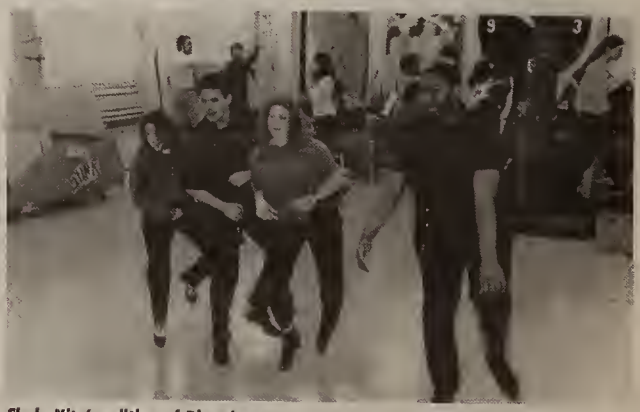
Power to the people! (or just to the sound guys)

A plague on all your disciplines!

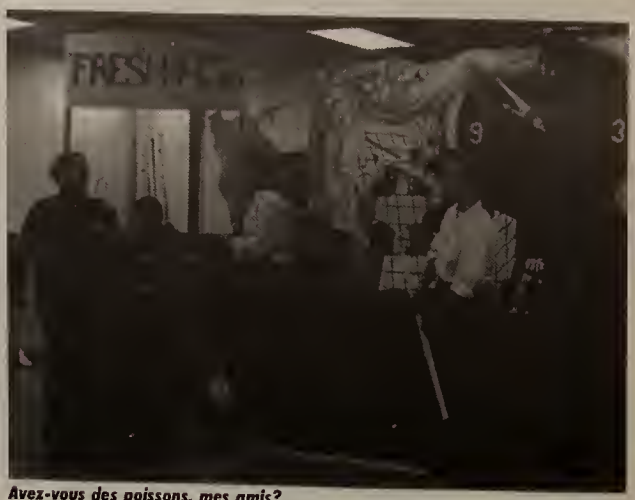


The LGMB: Founded in the Middle Ages by People Of A Small Village.

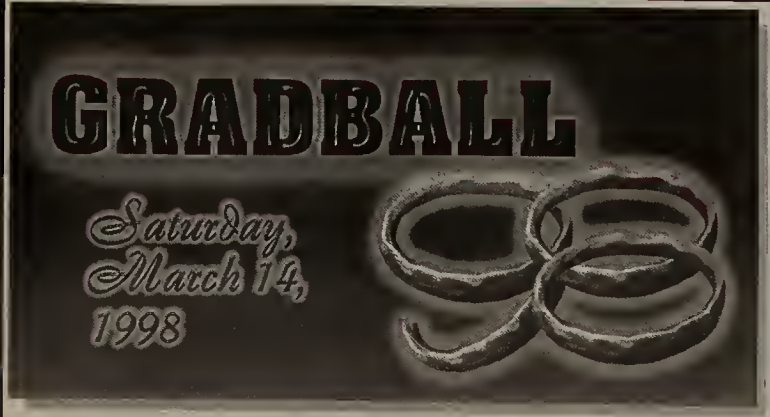
With all the bugs in Winblows 95, you might as well be Working On A Sun.



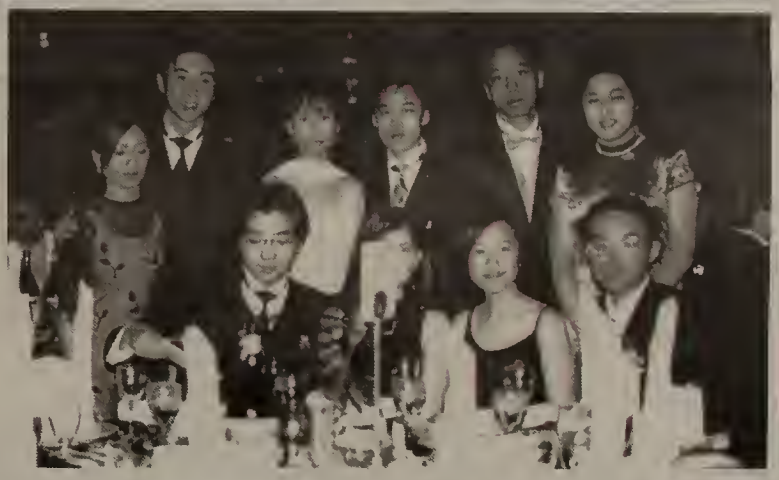
Skule Nite's edition of Riverdance.



Avez-vous des poissons, mes amis?



Toronto Marriott,
Eaton Centre
Grand Ballroom
Saturday, March 14, 1998



Congratulations to all the graduates, and see you at convocation on June 8!

Skule™ News

Ontario Engineering Competition

Team Brings Back Bronze Medal

by Mark Ebden ENGSCI OTO

A team of about 20 undergraduates from U of T engineering has just returned from OEC '98. We competed from Friday February 27 to Sunday March 1 at Waterloo University.

A fun weekend was had by all. Thanks to Dean Charles for footing the bill.

This year U of T was represented in all but one of the six categories: Corporate Design, Entrepreneurial Design, Explanatory Communications, Editorial Communications, Team Design, and Parliamentary Debate.

We brought home a bronze medal, too. The team was Lianne Ing, Ben Segev, Richard Ng and Vince DiStefano won third place in the Corporate Design category.

The strongest university there seemed to be Waterloo, which excelled in all categories.

Good efforts were made by all of U of T's competitors.

U of T to host OEC 2000

by Jahn Paul Morgan ENGSCI OT1 and Mark Ebden ENGSCI OTO

U of T will host the Ontario Engineering Competition in the year 2000. The OEC Advisory Board granted the opportunity on Sunday, March 1.

John Paul Morgan (Eng Sci OT1) and Mark Ebden (Eng Sci OTO) prepared a bid presentation for the board, competing with the University of Ottawa for the privilege.

OEC is a competition with reaches across to engineers of all disciplines. There are six categories: Corporate Design, Entrepreneurial Design, Parliamentary Debate, Explanatory Communication, Editorial Communication, and Team Design.

Corporate Design, one of the most interesting categories, gives engineering students a chance to grapple with a real problem from industry. Sponsoring companies submit problems and students are left to try to solve it. The task may be difficult but rewards like cash and corporate contacts (hey, if you solve a problem for them maybe they'll hire you full time to implement the solution). Also, clever fourth years can aim their design projects in this direction and submit them.

Team Design, a category for first years, gives a group of four a simple problem and simple materials with which to solve it (eg. put a man on the moon with dental floss, two toilet paper rolls and a multivitamin). This competition is interesting to watch because the unsullied minds of frosh often come up with some fairly nifty ideas.

OEC is going to be a blast in the year 2000. Competitors from U of T are especially welcome. Locations and accommodations have not yet been confirmed, but it might not hurt for second years to start thinking about possible design projects. This includes APS103 essays for the Editorial Communication category and special design projects for Corporate/Entrepreneurial Design categories. Any questions or comments should be directed to *morgan@ecf* or *ebdenm@ecf*. Preparation is the key to OEC, so it's never too early to begin your project — and we'll be glad to help you out.

University of Toronto Engineering Society

Appointed Officials for the 1998-99 School Year

Speaker	Steve Dennis
Archivist	Colin Knowles
Stores	Matthew Tully
Skule™ Nite Producer	Xavier Galvez
Chief Returning Officer	Ryan Morris
Computer Sys. Admin	Raymond Kwong
Website Coordinator	Christopher Thomas
SUDS Managers	Peter Blaser
	David Brodrecht
Cannon Editor	Arnold Choi
Toike Emperor	Matt "Dark Lord" Lenner
Skule™Book Editor	Daisy Tam
Darkroom Manager	Tim Hong
Frosh Handbook Editors	Chris Peressotti
	Tim Christie
Blue & Gold Chair	Sean Voskamp
Social Chair	Anna Edwards

The positions of Fourth Year Chair, Student Issues Chair, Professional Development Chair, Employment Chair, High School Liaison Chair and Engineering Communications Chair had not been determined at press time (elections were held yesterday evening).

A Message From Stores:

Past years' exams are now available in the Stores.

That is all.

PICK UP YOUR YEARBOOK ON

Friday, April 3rd

in GB202 12-6 pm

Please bring your student card and receipt.

Extra copies on sale while supplies last in the Engineering Stores for $35.

Skule Book

News From the World of CUBE

Club for Undergraduate Biomedical Engineering

CUBE's Niche Job Search Project

by Ran Gilad ENGSCI 0T0

Biomedical engineers are often called to work in very specialized areas. To that end, we would like to start a research project to locate niche jobs. We define niche jobs as specialist type jobs which combine a unique mix of talent and skill. These are jobs that only a few people are qualified to do. I believe we as engineers have the qualifications to enter these careers, since we possess both technical and communication skills. These are jobs which pay high wages and command a lot of respect, but are not well known.

We are trying to answer the following question:

I have graduated from engineering, but I am not interested in working as an engineer. What other options are available to me ?

Let me give you some examples:

★ Investment consultant for venture funds looking at technology stocks
★ Project manager for biomed product development (requires coordination between doctors and engineers)
★ biotechnology/intellectual property law
★ medical equipment sales/purchase consultant
★ employee in small high tech biomed start up company
★ nanotechnology (anytbing in this field)

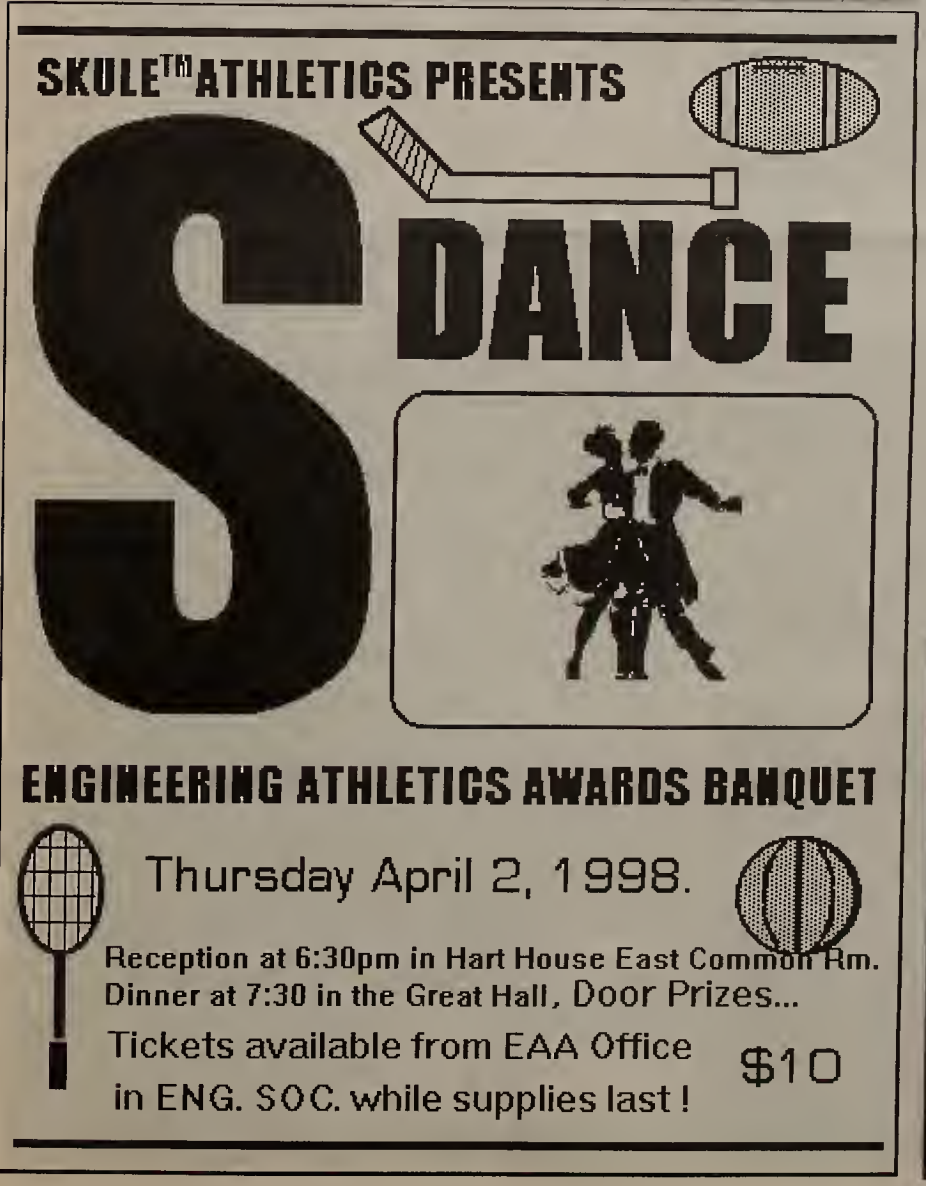
Our focus is more on the biomedical aspect, however most of the information will be applicable to all engineering disciplines. If you are interested in helping out, please contact *cube@ecf.toronto.edu*

CUBE Expands...

by Mark Ebden ENGSCI 0T0

CUBE has just begun expanding beyond the University of Toronto, starting with Queen's University. If you have friends in other universities, no matter how distant, who migbt be interested in setting up a CUBE Chapter, please let us know, and direct them to *http://www.ecf.utoronto.ca/~cube* for details.

CUBE On The Web: *http://www.ecf.toronto.edu/~cube/*


SKULE™ ATHLETICS PRESENTS
SDANCE
ENGINEERING ATHLETICS AWARDS BANQUET
Thursday April 2, 1998.
Reception at 6:30pm in Hart House East Common Rm.
Dinner at 7:30 in the Great Hall, Door Prizes...
Tickets available from EAA Office
in ENG. SOC. while supplies last !
$10

A Statement From Jason Chang, Candidate For SAC Director

- Put SAC resources toward engineering students' events, like jobs fairs, conferences, BBQs
- Publish / post regular reports on SAC developments
- Make SAC treat Skule™ fairly (ie. spend more than $2000 / $600,000 on Skule™)
- Help engineers reap more of the benefits that we pay for anyway through SAC fees
- Work with the rest of the SAC staff to build more bridges between Skule™, SAC, and the rest of the students at U of T

S.A.C. stands for the Student's Administrative Council. Its published Mission Statement, available at the SAC office (under the dome that somehow never stays the same colour), is:

To serve and represent the full-time undergraduate students of the University of Toronto in order to ensure the best possible undergraduate education and experience.

By definition, it is a council that should function as an umbrella for all U of T students. Almost all undergraduate engineers are full-time. This year, SAC spent about $2000 out of a $600,000 budget on Skule™. You can do the math. In light of these daunting stats, how can SAC possibly even come close to representing the needs of engineering students? One of the more conspicuous appearances by SAC at a Skule™ event was the chariot race. Was just having SAC to beat up on at the chariot race worth the $$$$ in SAC fees that we are all required to pay each year?

As a SAC director, I would try to build more bridges between SAC and Skule™ so that more SAC resources can be put towards improving engineering student events, such as conferences, career fairs and seminars. With an engineer (Rob German, Chem 9T9) on a SAC presidential ticket (a first in history), the timing is perfect for furthering a fair agenda that won't make a joke out of the SAC Mission Statement. On Tuesday, March 24th, and Wednesday, March 25th, please vote **JASON CHANG** for SAC director, and **RE-ENGINEER YOUR SAC**. Thanks.

Jason Chang, COMP 9T9

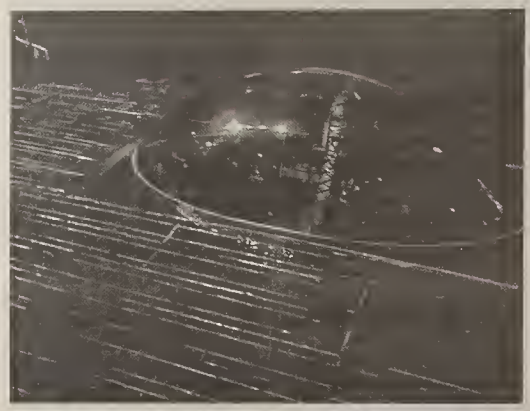
Orientation Committee Sign-Up

Tentatively scheduled for: April 3

Talk to Struan Vaz, VP Activities elect or e-mail at *vaz@ecf*

NATIONAL ENGINEERING WEEK

February 28 - March 8, 1998



GNU (Great Nerd University)

by Mark Ebden ENG SCI 0T0

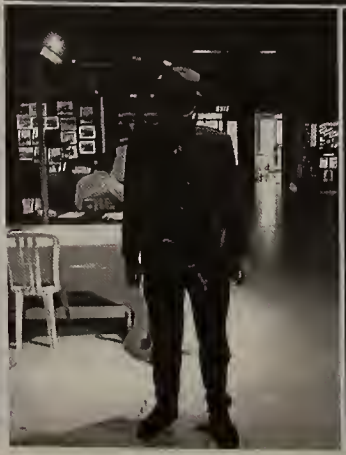
U of T participated in National Engineering Week this year, hosting about 20 events mostly in the GB, SF, and MC Buildings.

Events ranged from a Fermi Competition with about 20 keen contestants, to an information session on Women in Engineering. Some of the most popular items on the schedule were the "Young Engineers" fora, which covered topics of interest to us at Skule™.

Not every event attracted this much attention, however. A few, such as the Pasta Bridge Competition and the Engineering Debates were not as popular. Next year we may drop these in favour of charity work and other new ideas.

Many thanks go out to the people who helped to make the week a success: Marianne Chan (Mech 9T8), Pierre Duez (EngSci 0T0), Eric Moncrieff (Eng Sci 0T0), Aaron Tsang (Mech 9T8), Dwayne Shirley (MMS 0T0), Alex Paradi (Indy 9T8), Jean Cruz (Eng Sci 0T0), Trevis Chandler (EngSci 0T0), Jane Figueiredo (EngSci 0T0), Aekta Gandhi (EngSci 0T0), Professor DiRobertos, and the folks at the MBA & Law programs, PEY, and ASME.

If you would like to help plan next year's National Engineering Week, e-mail me at ebdenm@ecf.utoronto.ca and we can work together to make N.E.W. 1999 even bigger and better.



victims of mental illness:

dispelling the myths

by Delia Furtado, Melanie Spencer, Solange Dias, Helen Su, Yvonne Yu, Jenny Chreptyk
The Faculty of Nursing

In today's society, people with mental illness very seldom make news coverage, unless the event or incident is related to violence or danger. For example, the media has depicted three cases where subway attacks have occurred within the last six months, involving people with mental illness. This is obviously a concern to the general public, especially to the students at the University of Toronto, who use the public transit system as a mode of commuting to school. It is important to recognize that these incidents, however, are not reflective of the overall mentally ill population. Unfortunately, it is the media coverage which distort the public's view and reinforce inaccuracies about mental illness. As future nurses, we strongly believe that by raising awareness to the general public, in particular targeting the University of Toronto students, we hope that stigmatization associated with the mentally ill can be reduced significantly. Listed below are the most harmful, off-base, and common myths, and, of course, the facts.

MYTH: The mentally ill are dangerous, violent, and are likely to commit crimes
The vast majority of people who are violent do not suffer from mental illnesses; in fact, they are a lot more likely to be the victim of a crime than the perpetrator. However, there is a small subgroup of people with severe and persistent mental illnesses, about 2 %, who are at risk of becoming violent; with violence defined as threatening, hitting, fighting, or otherwise hurting another person.

MYTH: Mental illness affects only the very old and those of low educational backgrounds
The fact is that mental illness does not discriminate against a particular group of people. It affects people of all ages, all races, all genders, in all kinds of jobs and educational backgrounds.

MYTH: All mentally ill people are locked up and found in a mental institution
Research suggests that 48% of homeless individuals are mentally ill. The fact is that the mentally ill end up living in reduced circumstances, forced to do low paying work if they work at all, live in dangerous neighborhoods or are much too often, homeless. Such an environment can potentially aggravate the symptoms of a person struggling with a mental disorder. The reality is that individuals with mental illness experience stigma in all areas of their life, some are denied housing, loans, health insurance and jobs due to their history of mental illness. Hence, it is through government efforts to provide funding for community services, such as affordable housing and employment, so that the mentally ill get access to the services and become a contributing member to our society.

MYTH: All mentally ill are best characterized as being psychos or crazy individuals.
Stigma is a reality for people with a mental illness, and it becomes their greatest barrier to a complete and satisfying life. Living in a stressful environment with little family and community support and little personal understanding of his or her illness, may be at increased risk for violent behavior. The reality is that as a society, we need to become aware of these stigmas because, one in 5 people in Ontario will experience a mental illness at some point in their life.

MYTH: Mental illness stems from childhood trauma and is not genetically-related
Mental illness is the result of genetics and psychological factors, such as child abuse or other traumas. Research suggests that mental illness is caused by a chemical imbalance in the brain. This chemical change can be inherited at birth, it can also be triggered by a psychological event or a physical event, such as the onset of puberty.

MYTH: Mentally ill people always experience hallucinations, delusions, bizarre ideas and behave inappropriately, therefore being unable to hold onto a job
People with psychosis, a severe mental disorder, often experience delusions, hallucinations, disorganized speech, or disorganized behavior. Most often, psychosis stems from schizophrenia, but it can also be a symptom of other mood disorders, and can arise from abnormalities in brain structure. The fact, remains that not all psychotic patients experience these symptoms all the time, it can be controlled by medication and a supportive or non stressful environment. Therefore, most people with this condition should be given the opportunity to work in a slow paced environment, requiring less intensive labor.

MYTH: Mentally ill do not have feelings and needs because they are unaware of reality
These individuals face a constant struggle everyday, because they want to be accepted into a society which is constantly rejecting and excluding them. It is this constant struggle which in turn affects their overall self-esteem and health status and contributes to an exacerbation of their symptoms.

For those who are interested in learning more about the mentally ill, the Clarke Institute of Psychiatry located at 250 College Street, offers educational programs designed to target high-school students. "Beyond the Cuckoo's Nest™", is an informal and interactive public education program which strives to demystify mental illness. Sessions are held every Tuesday from 10:00-12:00 p.m., if anyone is interested in attending a seminar, contact the Clarke's Information Line at 974-4747, to arrange an appointment.

Year-End Reports

Mech Club

From Bad To Better

by Marie Chantal Ross MECH 9T8

The end of the year is just about here. I suppose that this means that it is time to reflect, or so I am told. I could blather on about all the wonderful things that Mech Club has done, tell you all how great the year has gone, and just how fantastic we all are. Actually, I think I will…

Mech Club was in a complete state of disrepair at the beginning of this year, and that is putting it kindly. The common room was horrendous, and school spirit non-existent. Then to make matters worse, the executive committee didn't know one another, and most had no experience with club matters. However, slowly they started working together, the budget was made, and people started taking action. And now we have a pool table that works, a foosball table that puts all others to shame, we still have the cheapest pop on campus, and to top it all off we have a microwave.

I would also like to touch upon GRADitude. This year, Mech managed to get 91% participation with the highest total value per class. With 98 students graduating, this is no small feat. Also, all 98 of us managed to get an iron ring. This is definitely something that the class of 9T8 (9T7 + PEY) should be REALLY proud of. I can only hope that the following years will be as, if not more, successful.

This article is probably supposed to be short, but after spending time at Grad Ball (and listening to hours of "short" speeches), I figure that I have a little leeway here. So I will continue….

I would like to give special notice here to Saloumeh Rasouli. For those of you who do not know her, she is the 4th year rep for Mech Club. She won a Joe Club award this year, and it should be said that she really deserves it. She started with Mech Club after somebody dropped out, and immediately started taking part. She showed incredible initiative in school matters. She not only volunteered to help organize the Montreal Trip, but she also organised the March Break Open House tours, and volunteered to partake in a phone survey to help UofT understand the interests and needs of high school students. These are but a few of the things that Saloumeh has taken upon herself, and she has done it all with a smile, and an exceptional sense of humour. Well done Sally. I know that you will go far in life, and I am really glad that I got this opportunity to work with you.

I am feeling in a rather talkative mood, but perhaps it is best that I leave you know with one last "long" word. Engineering is hard. We all feel the pressures, and sometimes the stress gets the better of us. I often hear my classmates complaining about how their "better half" doesn't understand that they just don't have time for much else. This is often true. But what is important here is that we all be true to ourselves. We worked hard and sacrificed lots to get where we are, and for that we should feel no shame. However, the ups and downs that we go through as students should not be taken out on other people either. If you feel that you have been wronged in some way, as a friend, it is your responsibility to tell them how you feel. Don't run and hide behind your work. Stand up, look the person in the eye, and say, "You know what…." You might find that it makes a difference. It could make or break a friendship, but saying nothing will only break it. Remember, people do the best that they can in the situations they are faced with; we are not evil, just human.

Okay, I am done. Have a great summer, and I hope that you all find success no matter what you do.

The 1998 George Sinclair Lecture

Powerful waves of change are sweeping through the global communications industry, transforming how the world exchanges information and knowledge. Converging around the Internet, powerful "webtone" networks will provide connections to the vast multimedia flows of cyberspace.

Lecturer: Mr. John A. Roth
President and CEO,
Nortel (Northern Telecom)
Topic: *Webtone and the Waves of Change*

This is an opportunity for you to meet one of the world's most influential and creative corporate leaders in the communications industry.

Why You Should Attend:

- Meet one of Canada's most successful professional engineers and corporate leaders – and learn how his vision is transforming Nortel.
- Ask John Roth to share his predictions for the future of webtone and its potential social and economic impacts.
- Discover what skills are necessary for success in the new communications industry.

Friday, March 27, 1998
Time: 2-3 p.m.
Location: Sandford Fleming Building, SF1105

For additional information, please contact
Kathie Imrie 978-0380 imrie@ecf.utoronto.ca

Sponsors: The Sinclair Family; Sinclair Technologies Inc.; U of T Department of Electrical and Computer Engineering; IEEE Canadian Foundation; IEEE Toronto Section; IEEE Toronto Electromagnetics and Radiation Joint Chapter

Year-End Reports

Words from the Prez (until 6 p.m. tonight)

by Sally Atalla MECH 9T7+P
Engineering Society President 1997-98

Is it over already? Wow! This has been a busy year! Thanks to Dean Charles, Vice Dean Venter, and Assistant Dean McGrath for appreciating student opinion. Special thanks to Alex, Karen, Joe, Paul, Rono, Council, and friends for your patience, valuable input, and desire to improve things. To the members (that's you!!!), thank you for the opportunity to contribute to Skule™.

I will not go on to show my general list of duties (you'll probably fall asleep if I do!!!), but if you are interested I have listed below major things that I have been working on this year with people in the Society. In addition to the existing EngSoc initiatives and events, here's what we have accomplished this year:

Mar. 97
- created the Ontario Student Opportunity Trust Fund (OSOTF) for bursaries/awards

Apr. – Aug. 97
- worked on transition & planning for the 97-98 year
- established the Engineering Career Office for summer & permanent jobs
- improved the services and physical layout of EngSoc & the Engineering Stores

Sept. 97
- assisted with Orientation
- attended Ontario Engineering Society Presidents (OESP) Conference
- continued the Oral Communications Course to practice oral presentation skills
- started ongoing support for a "Communication study" (research) within the Faculty
- worked with other schools in Canada regarding the idea of PEO student membership, Orientation, Marketing/ Advertising to students

Oct 97
- contributed to the UofT Council of Presidents (COP) regarding university issues and events
- contributed to the UofT Poster Review Committee regarding ZOOM ads in restrooms
- created the Student Issues Committee to address gender issues, racial issues, and any other issue important to engineering students at a point in time
- created the Second Year Committee and the Third Year Committee to inform and serve the needs of the 2nd & 3rd year students

Nov. 97
- started ongoing generation of ideas for the celebration of the 125th Anniversary of the School of Practical Science at UofT
- worked with the Alumni Association regarding a mentorship program

Dec. 97
- prepared for spring term events
- evaluated the structure of EngSoc

Jan. 98
- attended the Congress of Canadian Engineering Students (CCES)
- worked with other schools in Canada regarding visioning and restructuring, National Engineering Week, and outreach programs
- worked with the Executive Committee & created a temporary Restructuring Committee to evaluate the structure of EngSoc and student needs

Feb. 98
- worked with the Alumni Association regarding improving communication between undergrads and alumni
- started extensive correspondence with PEY students via e-mail

Mar. 98
- assisted with Gradball, Iron Ring Ceremonies, and EngSoc elections

Mar. 98 – May 98 (to be completed)
- transfer of power to new Executive
- transition and recommendations to new Executive
- policy manual & year-end report

During my time here, and it's been a LONG time, I have seen the Society change in many ways, but there is still room to improve. In general, I sincerely hope that the Engineering Society will continue its services and initiatives to better meet the needs of its members. I also hope that the Society will continue to touch the lives of many in a positive and memorable way.

We guarantee these accountability reports to not be sleep-inducing.

VP-X Files: The Season Finale

by Karen Virk ELEC 9T9
Vice-President: External 97-98

Hello everyone and welcome to the last edition of the VPX-Files. For this last article, I thought I would tell everyone what I did this year as VP External but first off I'd just like to say that I had an awesome year. I loved being VPX and I really enjoyed everything that went with the job. I met a ton of interesting people from all over Canada and made a lot of friends I'm going to keep for the rest of my life.. I also had the chance to work with a lot of great people on council and I shall dearly miss it all. Okay, enough of the mushy stuff, let us glance at the past year.

Employment Office

This year I started off right away with trying to bring the Employment Office (now the Engineering Career Office) into existence. At this time last year, the students voted to discontinue the position of the Engineering Employment Liaison in the Career Centre and create a new office within engineering to help students find jobs. This fell under the portfolio of the VPX so my main mandate this past year was to put this office in place.

In order to start this office, we wanted input from the students, the faculty and industry so that we could meet everyone's needs. We started off by emailing out a survey to all the students to see what they wanted in the new office. The results were compiled and put together in a report in early May and an Employment Forum was held a few days later so that students could come and give input in an informal setting.

Telephone interviews were then conducted for industry input and the results were compiled in yet another report. Meanwhile, constant connection was kept with the Faculty to ensure that we were on the right track. After all the input was gathered, a final report was created that detailed the description of the Employment Office at the end of May.

After this, the real work began. We had to find a location for the office, renovate the new office and hire someone as the new Employment Officer. Finding a location took a bit of effort because there is a shortage of space in our lovely engineering buildings and we wanted a place the students could easily access. After a lot of wheedling and pleading and endless negotiations, we ended up with B760, right beside the PEY office. (There was much rejoicing when it was confirmed!) We then had to contract the renovations out through the university and choose the décor *et al.*

We then went through the university to find the new officer, which meant creating a position description that the Engineering Society and the Faculty could agree upon and then starting to see applicants. A panel was selected for the interviewing and in early October, Seema was hired!

From then on we worked on getting the new Engineering Career Office up and running by establishing relationships between the new office and the Faculty, the PEY Office, the Career Centre and most importantly, the students. We have monthly meetings between Seema, Dean Venter, and myself where we keep up with the office.

There's still a lot to do but overall I think the new Engineering Career Office is amazing and is most certainly going to be a huge success in the future! Almost all of that is due to the fact that we were extremely lucky to get Seema and she knows her stuff!

Conferences

This year we brought delegations to four conferences and we are on our way to the last one this weekend in Kingston, the Conference for Ontario and Québec Undergraduate Engineering Societies. Reports for all these conferences are available in the Engineering Society so I will just comment a little on them.

ESSCO AGM (Engineering Societies Student Councils of Ontario) in June

The ESSCO AGM was my first conference and it was where we elected the new ESSCO executive and where I got to meet the reps from other schools. This conference was very useful for the exchange of information and for "diplomatic" relations.

OESP Conference (Ontario Engineering Society Presidents) in September

Very useful for information exchange and a lot was accomplished because it was a smaller number of people, only Presidents and VPX's.

PEO Conference (Professional Engineers of Ontario) in October

Kind of disappointing because it was more a conference for VPX's and relations between schools than what the name suggested.

continued on page 23

I'll Be Back As VP-X

by Rana Sinha COMP 9T9
Vice-President: Activities

Hi there! As my half term as VP Activities draws to a close, I'd like to take this opportunity to outline what I've done in the last month. The most important item that I am working on is improving communications between the student body and the Engineering Society. To this end, I've conducted an informal survey of some of the class reps, and a more comprehensive survey of students through the class reps. I hope to compile these results and create a report that will help make the Engineering Society, and its services, more accessible to the average student.

In addition to this, I've been involved in the usual VP-A activities – attending meetings, pushing for Karaoke SUDS, helping the first year committee, etc. I'd like to conclude by thanking everybody who helped me during my short term, and especially Joe, for his guidance. See you all next year.

VP-X Files Finale: Virk's Last Laugh

continued from page 22

CCES (Congress of Canadian Engineering Societies) in January

Very useful conference for input to the CFES (Canadian Federation of Engineering Students) and for making important decisions on the direction of the CFES. It was a little rushed, so it was hard for the delegates who didn't know what was going on externally to keep up.

Here at Home

As for the committees under the portfolio of VP External, Professional Development, High Skule™ Liaison, Employment—and for the first couple of months—Communications, things went exceptionally well. Every committee had dedicated chairs with a lot of drive and I can only thank everyone for running things so smoothly. Everyone did an EXCELLENT job!

As a council, this year we focused a lot on setting up change and started work on restructuring the Engineering Society. The officers held a few meetings and a Restructuring Workshop was also held to get input from the students. That went well and we put together a lot of stuff that may help in the future.

Anyways, that about sums up my year as VP External and though it was a lot of work, it was a lot of fun. I really enjoyed working with everyone and I hope Rono has as much fun as I did. To next year's council, good luck! It looks like you all are off to an excellent start and I know you're going to do a great job!

Eng Sci Club: "On Time"

by Kevin Harris ENGSCI 9T8

The last *Cannon* of the year has arrived, and I finally got one in on time! But alas, this is where I pass on my duties to the new Club Chair of Engineering Science: Rebecca Smith. Take it Becky...

She'll be here any minute, I bet....

Well, in the mean time, I might as well say that this year was a great year for the club. We had a number of great smokers with free pizza and corporate sponsorship. Our chariot, for the first time in recent memory, was not adorned with animal parts other than the human ones that are an integral part of the race. Our Division Chair once again bested nearly all the competitors he faced at the annual Chess Challenge. And, as every year, we spent nearly every penny we had, leaving next year's exec broke. Where is Becky anyway?... I guess I should have mentioned this as one of the duties of club chair. She'll do it next year, because if she doesn't, the *Cannon* editor will be all over her like a dirty shirt (What kind of analogy is that?--ed.).

Chem Club Report

by Wendyline Wong CHEM 9T8

Chem Club and CSChE are holding elections these two weeks for next year's executive committee. The nominations are in and the race has begun. Elections will be held on Monday, March 23, 1998.

Chem Club is also holding a Fooseball Tournament on Thurs., March 26 at 5:00pm in the Common Room (WB 238). Come and check it out!

Finally, I'd like to thank all the executive members on both committees this past year. It has been a blast working with everyone. Good luck to next year's group.

Another Busy Year for the EFCR Committee

by Dwayne R. Shirley MMS 0T0
EFCR/Academic Affairs Chair 1997-98

The 33 elected students comprising the student Engineering Faculty Council Committee (EFCR Committee) performed outstandingly this year. You may ask, "What do these people do?"

Well many of the Faculty representatives assume leadership roles on the Faculty's Standing Committees. These committees include the Advanced Standing/Admissions, Undergraduate Studies, Examinations, Scholarships & Awards, Research & Advanced Studies, Teaching Methods & Resources, and Community Affairs & Gender Issues Committees.

Their presence on these committees ensures that the students' voice is heard and that their concerns are considered in the decision making process.

You may also ask, "Yeah, but what other things do they do?"

Each and every student Faculty representative is a voting member of Faculty Council. This is a high governing body within our Faculty and many decisions, including curriculum changes, are approved here.

What's that you say? "What about those Professor Evaluations?"

Many faculty representatives assume a leadership position in the Faculty's Course and Teaching Assistant Evaluations at the end of each term. Their involvement ensures the procedure is executed responsibly. They also collect the comments that appear in the Cannon newspaper following each term.

Our student faculty representatives are busy, involved and responsible people that often pursue other leadership activities throughout our faculty and the University. Thank you everyone for your hard work this year, good luck with your exams, and have a great summer.

Elections for Student Faculty Council Representative positions and the election of the Academic Affairs Committee Chair for the academic year of 1998/99 will be held by the Engineering Society next September. Your active participation in these activities makes the Engineering Society work and Skule™ a more enjoyable and rewarding experience.

ten years with julie wilkinson

a tribute to julie

1989

1990

1991

1992

1993

1994

1996

1995

1997

AND FINALLY, 1998

Philosophy & Arts

Teresa Breaks Rocks

My furnace broke down again. My house is so cold that my kitchen sink is turning into a superconductor. I ran into yet another crazy person on the subway recently. She threatened to kill everyone on the train.

I wonder if my gleefulness is merely due to the fact that I have attained a goal, or that the goal has been attained. Either way, it would not be a very good thing. I have spent many an hour dreaming and thinking of possibilities, yet now that I have been told that the possibility might very well be attainable, I am all of a sudden frightened. There is of course a logical explanation for this emotion, as there are always logical explanations for all my emotions. I am still safe considering that everything is still in the preliminary stage, and I have done a good enough job in avoiding the creation of any minor complication. Yet I must admit that I enjoy prancing around making incoherent noises.

Now I have thoroughly traumatized myself. I cannot fathom being overtly passionate nor placing too much emphasis on feelings. I am therefor left helpless when faced with such a being, a being so in touch with the concept that it would probably be possible for the said being to explore emotions in a vacuum cleaner. Susceptibility to vulnerability, I hope idealism isn't a weakness.

Teresa's Tantrum

Teresa Huang

This is the last *Cannon* issue of this year. I want to thank my gentle readers for, well, reading my at times allegedly nonsensical stuff. I have been amused by the people who have written to me, providing deep analyses on the intrinsic meanings in my articles, that may or may not have existed. And I also thank the people who have given me kind words at times when even I was embarrassed by my own writings. Good luck on your exams.

1 Piano, 1 Flute, des Bagpipes and 18 Hands

by Ilan Kelman ENGSCI 9T6+♬

Approximately 100 people jammed into the Music Room at Hart House on March 20 for the 2nd annual EngSci recital. The 9 performers over 11 numbers were enthusiastically received by students from all years, Dean Michael Charles, a contigent of nearly a dozen professors, and Phil Edghill. Extremely well coordinated by Ada Au, Amy Wang, and Karen Wang, the evening flowed smoothly with a diversity of programming spanning 4 centuries. Like the choice of musical numbers, the cookies at intermission were of superb variety and excellent taste.

The production of EngSci musical talent involved Evelyn Yim, Amy Wang, Ada Au, Michael Barker, and Demetra Psiachos on piano; Ernest Earon on flute (who responded to interview questions with monosyllabic grunts) accompanied on piano by his live-in partner of 17 years, Elizabeth Susanna; and Philip Ferguson on bagpipes, who commented "I feel like a wee laddie in the highlands of bonnie Scotland, surrounded by my fellow EngScis". The recital also included a unique skit about Singineering by Michael Barker, Allen Atamer (who also doubled as MC), and Mike II, which had to be added "in order to meet the technical breadth requirement".

CHEM Prof. Yu-Ling Cheng commented "It is amazing that the same minds can do thermo and music" (though their skills at thermo are to be determined during exams) and also foreshadowed the possibility of next year's recital including the first professorial performance.

Both the EngSci Club and the Division of EngSci supported the recital. Spur-of-the-moment Q&A sessions and off-the-cuff wit complemented the litany of acts. The creativity and energy of both performers and audience refused to be hindered by the intonationally-challenged piano, one of two big raspberries served up by Hart House (the other being the confiscation of drinks purchased for the occasion).

Although the words "nerd" and "geek" were oft bandied about during speakers' comments, the Recital of '98 proved what it set out to do: to demonstrate that engineers have many talents and there is neither shame nor boredom in showcasing them.

A Futile Attempt At Outdoing Teresa and Technoguru

by Ilan Kelman
ENGSCI 9T6 +senility

I was walking through the street spreading jam on a passerby's toenail factions and just wondering and thinking about. Yet what if our minds were wired to your metaphor auditors' minds? No more annoying papyrus, no silly calculations, and no pancreatic ulcers. In fact our brains are uselessly wasteful; yank out the gray matter, recycle, and drop an XT chip in. With a couple of AAA batteries, life would be just squishy.

Speaking of wbich, buildings imploding and Jupiter colliding witb Betelguese yielding an impeccable burst of meteorrimiles which bombard the earth and break apart our planet into gooey little motes of chocolate-saliva balloons might hurt some people. Triste but joyful. And the cute, fluffy clouds would play no more. Gluggy. Comby by HyAcin th ingluMMBH Spe; It—lIMP*&$*&BW:L892é~348nBN

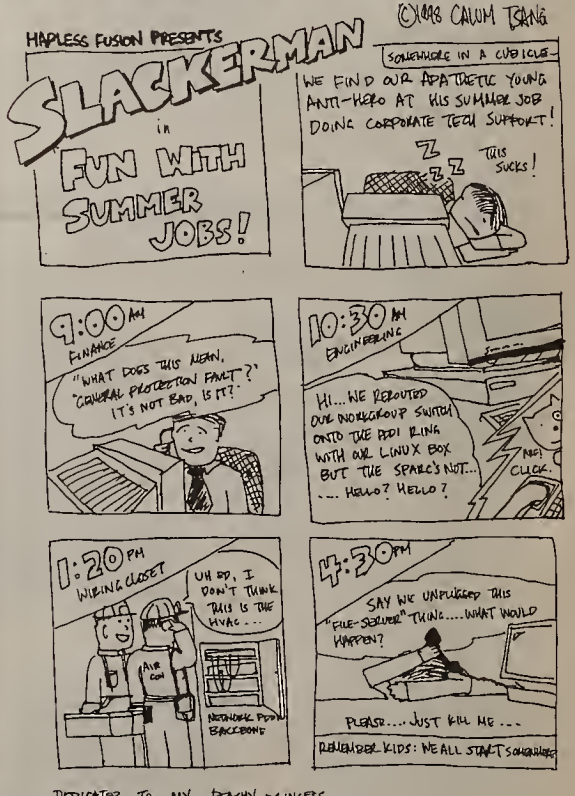
Rebuttal: my arguments cum to the same point.

CAPSLOCKON After all, we enervatulate pimples with salty electrodes. nIfTy I was walking down the street about. I mean, don't you just wish (just wish) that we would all be connected mentally by wireless networks (just wish)? Communication is so futile. stop Trying backwards is gniyrT pots. I was walking. Act like an electronic device and you will/shall/were/was become an electric device. None of this nonsense (nonsense? where?) with emotions and interpersonal interaction. Efficiency

Is the name same game. We all know that that plus that that equals so as my mind wanders and I see the people around me falling I walking into a deep black chasm from which they will not emerge it struck me (ouch) as being rather idle being one amongst many who would not yearn for yarn while being immensely edible nor was I felt all warm inside just trying to imagine a world without socks but cool what a run-on sentence then I realized that I had to brush my teeth after eating my robot and that I needed to send bitmap attachments in my sleep, with my sleep, and for my sleep.

uudecoded prepositions in pineelm trees are fun!

hv rmvd th vwls frm ths fnl sntnc!!


©1998 CALVIN TSANG
HAPLESS FUSION PRESENTS
SLACKERMAN
in
FUN WITH SUMMER JOBS!
SOMEWHERE IN A CUBICLE-
WE FIND OUR APATHETIC YOUNG ANTI-HERO AT HIS SUMMER JOB DOING CORPORATE TECH SUPPORT!
ZZZ
THIS SUCKS!
9:00 AM
FINANCE
"WHAT DOES THIS MEAN, "GENERAL PROTECTION FAULT"? IT'S NOT BAD, IS IT?"
10:30 AM
ENGINEERING
HI... WE REBOOTED OUR WORKGROUP SWITCH ONTO THE PDI RING WITH OUR LINUX BOX BUT THE SPARC'S NOT... ... HELLO? HELLO?
NO! CLICK.
1:20 PM
WIRING CLOSET
UH OH, I DON'T THINK THIS IS THE HVAC...
AIR CON
NETWORK POOH BACKBONE
4:30 PM
SAY WE UNPLUGGED THIS "FILE-SERVER" THING.... WHAT WOULD HAPPEN?
PLEASE.... JUST KILL ME...
REMEMBER KIDS: WE ALL START SOMEWHERE

DEDICATED TO MY PEACHY PRINCESS....

You Want Fries With That?

by Timothy Hong COMP 0T0 + 1

Ok, so what? I tend to put my foot in my mouth every now and then. But who doesn't? I mean, it's not like I'm the only one in the entire human race who's socially incompetent. I've witnessed my share of flubs, embarrassing situations, and misplaced vowels / consonants. It's completely human... right?

It's even worse on the Net. Ok, how many people haven't ever chatted / emailed / ICQed / IRCed / JavaChatted? Few, to say the least. Then obviously you know about the accursed typo. Yes, the worst enemy you will ever face in a chatroom. The next obvious question is "you ever make a typo?" And I'm bloody sure that it's happened to anyone that has ever graced a chatroom. How could it not? Look at the keyboard. You won't normally think of the key placement, but it has had some significant impact on the typos that I've seen and committed. For example, this friend of mine... we'll call her KaT... was leaving the keyboard for a while. For you non-net junkies, "afk" stands for "away from keyboard." Here's what popped up on my screen...

```
<KaT> afk for sex
<Shinari> lol
<X-Cutioner> roflmao
<LONGVAMP> LOL
<KaT> oh gawd...
<KaT> why'd they put the x
so close to the c?!!
```

As you may imagine, the whole chatroom was guffawing it up for quite a while. If I'm not mistaken, we're still reminding her every now and then... hehehehe ;)

That's just a small incident of someone putting their foot in their mouth. A set of encyclopedias (ok, CD-ROMs =P) wouldn't be able contain the history of verbal and textual screw-ups that the human race has undoubtedly committed over the course of its cosmically insignificant past. And that's only thinking about the human race. The Earth's got plenty of other species that have fully-functional dialects. How would a dolphin screw up? "Click click clack click!" "Clack click?" "Hehehehe"

Good grief. Don't go there.